DOCUMENT RESUME

ED 324 578 CG 022 834

TITLE	The Elementary Developmental Guidance Program: "Curriculum for Small Group Counseling."
INSTITUTION	Orange County Public Schools, Orlando, Fla.
PUB DATE	90
NOTE	303p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Child Development; Child Responsibility; Counseling Techniques; Curriculum Guides; *Developmental Programs; Divorce; Elementary Education; *Elementary School Curriculum; *Group Counseling; Group Guidance; *Guidance Objectives; *Guidance Programs; Health Promotion; Learning Modules; Lesson Plans; Peer Relationship; *School Counseling; Self Esteem; Study Skills
IDENTIFIERS	Orange County Public Schools FL

ABSTRACT

This comprehensive Elementary Developmental Guidance Program curriculum was developed to facilitate small group counseling for elementary school children. After an introductory overview of small group organizing and counseling considerations at the elementary level, small group counseling materials and exercises are provided at the primary and intermediate levels for the following units: (1) Behavior Control; (2) Communication; (3) Friendship/Peer Relationships; (4) Grief/Loss; (5) Appreciating Cultural Differences; (6) Responsibility (primary only); (7) Self-Esteem; (8) Study Skills (intermediate only); (9) Weight Control (Intermediate only); and (10) Kids and Divorce (both primary and intermediate). Each unit is divided into a series of sessions, with purpose, materials, an introduction, an activity, closure, a summary, and an assignment, and each session description is followed by a variety of handouts. An extensive bibliography of professional resources is appended, along with a directory of service organizations for parents. (TE)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ED324578

The Elementary Developmental Guidance Program

"CURRICULUM FOR SMALL GROUP COUNSELING"

Dr. James L. Schott, Superintendent
Orange County Public Schools

Orlando, Florida
1989-90

CG022834

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. L. Foster

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ORANGE COUNTY PUBLIC SCHOOLS

James L. Schott
Superintendent

J. Richard Chapman
Associate Superintendent
Student Services/Exceptional Education

Lee Rowell
Director
Student Support Services

Sarah W. Harper
Program Consultant
Elementary Guidance and Career Education

1989 Summer Writing Team:

Salley Martin, Eccleston Elementary
Susan Lazarus, Lakemont Elementary
Billie Jean Montgomery, Dream Lake Elementary
Rebecca Layman, Rock Springs Elementary
June Hubek, Curriculum Resource Teacher

1990 Summer Writing Team:

Sally Chasm, Meadow Woods Elementary
Lila Mencham, Oak Hill Elementary
Beth O'Sullivan, Pineloch Elementary
Beverly Snyder, Resource Counselor

TABLE OF CONTENTS

Page

Counseling Children in Groups: An Overview 1

School Crisis Information 8

Opening Session for Small Groups 10

Curriculum for Problem-Centered & Growth Centered Groups:

Behavior Control - Primary 15

Behavior Control - Intermediate 28

Communication - Primary 45

Communication - Intermediate 60

Friendship - Primary 78

Friendship - Intermediate 90

Grief/Loss - Primary & Intermediate 107

Appreciating Cultural Differences - Intermediate 120

Responsibility - Primary 131

Self-Esteem - Primary 144

Self-Esteem - Intermediate 152

Study Skills - Intermediate 162

Weight Control - Intermediate 179

Bibliography 194

Addendum:

Kids and Divorce - Primary 195

Kids and Divorce - Intermediate 219

Kids and Divorce, Parent Resources 260

Appreciating Cultural Differences, Primary 263

COUNSELING CHILDREN IN GROUPS: AN OVERVIEW

Small group counseling is a unique educational experience in which students can work together to explore their ideas, attitudes, feelings, and behaviors, especially as related to personal development and progress in school. A counselor facilitates the interaction among participants in a special learning experience where helping relationships are formed. Members self-disclose, listen carefully, and give feedback to one another. While the content or topics of discussion may, at times, appear to be similar to other educational activities, the counseling experience is more personalized and intense.

THREE SMALL GROUP COUNSELING APPROACHES

Group counseling might involve three kinds of approaches: 1) Crisis-Centered; 2) Problem-Centered; 3) Growth-Centered. All these have their place in a comprehensive developmental guidance and counseling program.

I. Crisis-centered/urgent problems
  A. Death of a school member
    1. Student
    2. Staff member
  B. Suicide
  C. Conflicts between students
    1. Fighting
    2. Racial
  D. Other traumatic experiences

II. Problem centered/less urgent problems

  A. Achieving better grades
  B. Resolving conflicts with teachers and peers
  C. Making career choices
  D. Coping with stress
  E. Getting along with parents
  F. Coping with peer pressure
  G. Avoiding use of alcohol and drugs

III. Growth centered/personal and social development of students

  A. Latchkey problems
  B. Friendship
  C. Communication Skills
  D. Career Awareness
  E. Self-esteem
  F. Study Skills

STAGES OF SMALL GROUP COUNSELING

I. Involvement
    A. Clarifying members' reasons for being in the group
        1. Getting aquainted
        2. Building a climate of trust and acceptance
    B. Increasing understanding of behaviors
    C. Self-awareness
    D. Establishing a sense of belonging

II. Working
    A. Increasing knowledge of the counseling process and rules of the group
    B. Receiving and giving feedback
    C. Caring and support of members is high

III. Ending
    A. Thinking of how to apply what has been learned
    B. Gaining closure on issues before the group is disbanded

ORGANIZING A GROUP

I. Purpose
    A. Identifying the need for the group
    B. Identifying the target students

II. Accessibility/planning for an appropriate meeting time
    A. Scheduling students
    B. Planning with teachers for release of students
        1. Before or after school
        2. At lunch
        3. Flexible scheduling
        4. During class time

III. Motivation/gaining voluntary participation
    A. Understanding the goals of the group
    B. Allowing students to pass if they are reluctant
    C. Using nonthreatening topics for discussion

IV. Peer relationships/factors to consider in establishing cohesive groups
    A. Age/grade
    B. Sex
    C. Social status
    D. Prior acquaintances
    E. Similar experiences
    F. Personal styles
    G. Good role models

V. Abilities and interests/establishing a successful group
    A. Similar verbal ability and interests
    B. Similar social skills: listening, attending, responding, sensitivity to others

VI. Open and closed groups
  A. Open/on-going
    1. Allowing new members to be added to the group
    2. Lacks continuity
  B. Closed/limited number of sessions
    1. Constant membership
    2. Moves toward goal faster

VII. Counseling approaches
  A. Indirect
    1. Group discussions not based on specific problems of group members
    2. Less threatening and more effectively pulls resistant students into the counseling process
  B. Direct
    1. A confrontive approach
    2. Invites defensiveness and resistance

STRUCTURING SMALL GROUPS

I. Size of the group
  A. Preferred: 6-8 for grades 3-5
  B. Recommended: 3-4 for grades K-2

II. Frequency and length of group meetings
  A. 1-2 sessions a week
  B. Length
    1. Primary: 20 minutes
    2. Intermediate: 30 minutes

III. Duration
  A. Maximum: 10 sessions
  B. Minimum: 6-8 sessions

IV. Location of meetings
  A. Guidance office
  B. Conference room
  C. Unoccupied classroom
  D. Store room
  E. Auditorium
  F. Cafeteria
  G. Media center
  H. Hallway
  I. Stage
  J. Outside

V. Ending the group
  A. Discussing duration of sessions when group begins
  B. Resistance to ending the group. (The possibility of continuation of the group may be negotiated).
  C. Ending group on a positive note.

Working with Target Students

As suggested earlier, one practical approach to working with a target student might be in a growth group situation where the focus is more indirect. The idea, of course, is to help the target student become more involved, to experience facilitative conditions from you and the group, and to make some personal gains by being a participating member in the group.

You can lead the group as you usually would; however, you can also give some special attention to target students by doing such things as:

1. Ask them an open-ended question about something to which you think they can respond.
2. Use their names frequently, as you comment to them and the group. This helps personalize the process.
3. Always acknowledge their contributions, finding some way to associate them with their task if they are off-task. If you want to draw the person out some more, you might say, "I really like what you said about ...., but I'm wondering if you could think of something else that goes with our topic (or, tell us how that relates to our topic)." Or, you might say, "Let's see now, you seem to be saying...." Then tie the contribution to the topic or theme being discussed.
4. Comment on and use non-verbal behavior, especially if it is not too sensitive and something that you want to reinforce (e.g. eye contact, alertness, body posture).
5. Pair or link the feelings and the content of their contributions to others in the group.
6. Encourage people in the group to talk with one another (e.g. "Could you please say that to ....")
7. Be positive and acknowledge contributions with "Thank you."
8. Use feedback responses. If a target student makes or receives a negative comment, you might elicit a feedback response by saying, "You said that you dislike .... Tell us what it is that you dislike (behaviors and examples)." And, "How does that make you feel?" And then, perhaps, "Can you tell (the person) what you do like?" Or, "What would you like (the person) to do?" And, "How would that make you feel?" You can also turn to the group members and elicit their reactions, using the feedback model. "How do the rest of you feel, right now?" "What's happened to give you that feeling/" Perhaps you might turn to a person who was put down and say, "How did it make you feel when you heard...?" "What did it make you want to do?" The person making the putdown will get some feedback on the undesirable behavior.
9. Give tasks ahead of time so that the students have an opportunity to think about a response and are not caught off-guard.
10. Use go-around procedures to get some initial involvement from everyone in the group. Avoid putting target students on the spot for too long a time. Let them become comfortable with the group before extending their ideas or asking them to probe deeper.

Advantages, Limitations, and Conclusion

Advantages of Small Group Counseling

1. It is more efficient than individual counseling because more counselees can be seen at one time by a counselor.
2. Students can learn from each other by listening carefully and giving and receiving feedback.
3. Many of the problems that people experience are related to social interaction and the counseling group can be a place for re-enactment of the behaviors and feelings related to a problem.
4. Group members can offer support, encouragement, and help provide the facilitation conditions to a greater extent than can one person.
5. The sense of belonging and togetherness in group counseling creates a unique learning climate.
6. Group members can practice behaviors, receiving feedback and suggestions from others. Peer feelings and ideas often have more credibility than those of adults.
7. Most of what young people learn is learned in a group context; therefore, learning and relearning might occur with more results in a group.
8. The counselor may not have to work as hard at facilitating the group, because group members can learn to facilitate one another.
9. As group members facilitate one another, the counselor has more time to reflect on what a person is saying, how the person is responding and some possible alternatives.
10. Instead of the counselor being the only personal resource to a counselee at the moment, group members provide additional resources to draw upon. For example, various alternatives might come from the group before the counselor offers a suggestion.
11. Some students find it too intense to meet with an adult alone. The presence of peers helps reduce the tension and the feeling of being singled out for counseling.

Limitations of Small Group Counseling

1. It can take more time to establish trust and a close working relationship than in individual counseling since there are more relationships which come into play.
2. The counselor may feel less in control since there are persons who need special attention and there are more interactions to observe and manage.
3. Confidentiality is more difficult to safeguard, as more people share in the communication.
4. Some issues appear too sensitive, too emotional, and too complex to work within a group.
5. Although everyone usually gets a turn, there may not be enough time for some people who need special help and attention.
6. The counselor must be prepared to counter some less than facilitative behaviors by group members.
7. The counseling process is more complex since there are more variables to which the counselor needs to attend.
8. It is more difficult to organize a group than to call in one student when continuity of topic and content is dependent upon more people to be present. Scheduling a group can be a difficult task.
9. Sometimes school systems require parent permission if students meet for small group counseling in contrast to individual work. However, this is not a recommended procedure since the counselor is a school official and small group counseling is a part of guidance services. On occasion, because of the sensitivity of the topic or content, parent permission may be advisable, especially if it is difficult to see how the group's work is tied to learning.

Conclusion

Within the past decade, we have learned more about counseling people in small groups. School counseling groups are short in duration, organized to take advantage of time, and structured to expedite the facilitative conditions and processes.

Individual counseling in the schools is now a luxury. Because of high counselor-student ratios, more small group counseling is needed. Since students like to work in groups, and because peer relationships play such an important part in the development of young people, small group counseling is a valuable counseling intervention.

School Crisis Information

When tragedy strikes a school, the school experiences an enormous crisis. Life threatening events and the sudden death of significant others often cause both students and teachers to be overwhelmed with a variety of physical and psychological reactions including grief, anger, fear, insecurity and somatic complaints. It is critical to note that persons with unresolved problems with reference to death, grief, or security issues will often experience intense emotions following a sudden death even when not close friends of the deceased. Each school needs to develop a plan to deal with such crisis; no one person (not even a guidance counselor) can be expected to cope with such problems without a support team. The following are excerpts adapted from the suggested procedures for schools in Fairfax County, Virginia.

Preplanning

1. Decide in advance who is to be in charge during a crisis. Designate a substitute in the event that the appointed person is unavailable at the time of the emergency. Make certain that all staff members know who these persons are.
2. Provide a thorough inservice session on suicide prevention in every high school and intermediate school at least every other year.
3. Hold an inservice for school secretaries on how to handle telephone calls and requests for information from the community.
4. Use phone trees to communicate as rapidly as possible with persons who need the information and need to be involved.

Crisis Activity

1. Notify the key people within the school system of the crisis. Locate the social worker, visiting teacher, and psychologist and ask them to be available.
2. Since the local press often descends upon a school immediately after a tragedy, refer reporters to the appropriate staff person.
3. Do not wait. Delay can give rise to rumors that add another dimension to the existing problem. Delays also can prompt anger on the part of the students - a feeling that "no one really cares."
4. Prepare a general announcement to be given by the principal or designee. It is not necessary to mention suicide/death/accident or to give details. (Information at the early stages is often inaccurate.) A straightforward sympathetic announcement of a loss with a simple statement of condolence is recommended. Be as truthful as possible when students ask direct questions. Truth tends to dispel speculations.
5. Hold a faculty meetings as soon as possible. Ask school staff members to make themselves available to parents and other members of the community, if appropriate.

6. When a suicide or other untimely death occurs, invite the identified friends of the deceased to meet in a group at a selected site. Calling large assemblies to discuss suicide is not recommended.

7. With regard to a memorial or other observance for the deceased, be aware that there is a fine line between dramatizing a death and doing something appropriate that allows students to express a sense of loss.

8. If students wish to attend funeral services or actually take part in the funeral, the wishes of the family must first be considered.

9. If student suggestions are inappropriate and refusal on the part of the administration causes anger among students, it is important to continue the dialogue.

Follow-Up

1. Plan appropriate follow-up activities for grieving students and teachers. Small groups often evolve naturally from the initial sessions.

2. To assist students to appropriately cope with the crisis situation, the counselor will:

   Meet with individuals and small groups with like situations to facilitate personal strength and/or growth of students during difficult times.

   The student will:

   Identify who owns the problem and what part(s) the student can have in the crisis situation.

   Identify those courses of action which the student has the power to implement.

   Identify logical/natural consequences of each action (or non-action), and choose a desirable solution.

3. Arrange crisis debriefing sessions for those persons involved in the crisis management. Procedures and implementation should be discussed.

Resources

1. Community Resource Directory
2. Orange County Guidance Office
3. OCPS Psychological Services
4. Student Assistance Handbook
5. Student Assistance Office

OPENING SESSION FOR SMALL GROUPS

The following is an outline to be used as the first meeting for groups. Because the first meeting is one of organization and getting acquainted, it is included here as a self-contained unit with several options for each activity. You will notice that the remaining units all begin with session 2. This assumes that you have referred to this outline for your opening session to begin each unit.

A) Getting acquainted activities

Welcome children to the group and play one of the following games as an icebreaker or getting-to-know you activity.

1. Group Names - Everyone chooses an adjective or a describing word, or animal, beginning with the same letter as his/her name. Going around the group each person introduces her/himself with her/his special group name. The group responds by saying, "Hello Brave Barney," etc. Children may pass and be given the chance later to choose a name. If children get stuck, the group may suggest words to assist them.

2. "Reporter" Game - Children number off in two's. Each pair spends several minutes interviewing each other. Several questions are chosen to answer - How many people are there in your family? What is your favorite food? What is your favorite TV program? What do you want to be when you grow up? etc. Upon completing the interview, children may share the response with the group. Children should be encouraged to consider members of the group as new friends.

3. "Self-Collage Worksheet - Students can use words or pictures to fill in the mirror with information about themselves. They can then be encouraged to share this information with the group.

4. Animal Fantasy Game - Ask students to write down the animal he would most like to be and the animal he would least like to be. Beginning with yourself, share responses in the group.

5. Uniqueness Game - Ask children to look around and notice ways in which they are alike and different from the rest of the group. Explain that you would like for everyone to think of one positive thing that makes them unique or different. (i.e. You are the oldest, youngest, tallest, shortest, the only 3rd grader, etc.) After everyone has had a chance to share, ask students to recall what they heard others say.

6. Name Game - Seated in a circle, explain that starting with the student on your left, you'd like each student to share his/her name and favorite food. The catch is that before you can say your own name and favorite food, you must say the name and food of everyone who's already introduced themselves and their food. (Laughing and making mistakes are all a part of being human). You may want to repeat this activity to help learn students names. Other suggested items might include: hobby, favorite color, place, time, song, etc.

B. Purpose of the group

The group can first be asked about previous group experiences. Students can be asked to share why they think they are in the group. The counselor will then explain the purpose for the group. A positive focus with emphasis on learning objectives should be emphasized. The objectives could be visually displayed by overhead projector, chart or blackboard.

For example:

WE ARE HERE TO LEARN:

A.

B.

C.

The group is then informed of meeting dates and times, location and duration.

C. Group rules

The counselor will lead a discussion on the need for rules to make this a good group. Emphasize that rules help to make this a good group. Emphasize that rules help groups get along together and establish an atmosphere that builds trust and cooperation. These rules can be developed by allowing members of the group to volunteer rules. A recorder can be assigned to write down the rules. Rules should be written in positive terms and displayed during group meetings.

Example - Keep your space.
Say only nice, true, friendly things about others.
Share ideas one at a time.
Talk only when it is your turn.
What we say in a group, stays in the group.
Anyone can pass on a turn to talk.
We listen to what others are saying and how they are feeling.

(The DUSO kit also has good group discussion rules which can be used.)

D. Building group cohesiveness

Choose one of the following activities to develop the concept of group cohesiveness.

1. Group Logo - Students are given one piece of tag board for the group. The first member of the group makes a large closed shape (without lifting the pencil from the tag board) which covers a majority of the tag board. Similarly, each of the rest of the group members in turn also makes a large closed shape, so that the shapes overlap each other. When the last group member has completed his/her shape, the group then steps back from their picture of the overlapping shapes to view it. The group is instructed to observe how the overlapping lines in their picture form the rough outline of a familiar object, animal, face, etc. (this process is similar to a person who observes how clouds and cloud formations resemble familiar objects.) When the group agrees on an object they all perceive,they trace the object in crayon and proceed to color in the picture, erasing pencil marks and adding details as needed. When the group picture is completed the students are encouraged to choose a name for their logo (object) and to sign their names to the picture.

2. Machines - The small group pantomimes the operations of common household appliances and other machines. The counselor introduces the activity by standing in front and saying that he/she is going to pretend to be a part of a machine and that the students are to guess what the machine is. The students are not to call out the name of the machines but are to join the counselor in the pantomime. A good example to use is that of a typewriter where in the counselor spreads his arms out to the side and moves sideways across the front of the room. While moving he makes a clicking sound with his voice and when he reaches the students' far right he stops and makes a bell sound. Students who recognize the pantomime as the moving of a typewriter carriage are told to remain silent but to join the counselor and become another part of the machine (key, ribbon, space bar, electrical cord, etc.) When a majority of the students have joined in the pantomime, stop and let each student tell the group what part of the machine he/she pantomimed.

3. Scratch and Feel - Students are divided into pairs and designated as person A or person B. Person A is told to sit and person B stands directly behind person A. Person A closes his/her eyes and leans forward to allow person B to draw on his/her back. The counselor shows person B a figure (one of the flashcards) to draw on person A's back. When person B is finished, person A opens his/her eyes and draws the figure on a piece of paper. Success is measured by accuracy of the drawing. The process is repeated several times with the partners switching positions. Larger groups can also be formed when in three or more partners sit one behind the other and draw the figure in turn on the back of the persons in front of them. The final person in each row of partners then draw the figure on a piece of paper.

The counselor can adjust the difficulty of the figure according to the age and experience of the students. Some suggested simple figures are: the capital letters of the English alphabet; single digit numbers; and simple geometric forms (square, rectangle, triangle, circle). More figures are: the letters of the Greek alphabet; common objects (chair, table, lamp, house, etc.) and compound shapes (circle within a square, overlapping triangles, etc.)

4. Cooperative Massage - Have everyone face in the same direction after making a circle. Each member of the group then places his or her hands on the shoulders of the person in front and gives that person a firm massage - and a good back scratch. Now swing around and give the neighbor on the other side the same treatment.
5. Pass a Mask - With everyone sitting in a circle, one member of the group turns to the next, looks right into his or her eyes, and makes a funny face. The second member passes on the face to the third, and so on around the circle. At the same time, the first person has turned to the person on the other side and made a different funny face, which is passed around in the other direction. Continue until both "masks" have reached the first member again, or until laughter has stopped the game.
6. Self-Collage - Use words or pictures to describe yourself. Add something to each section of the mirror to "reflect" your true personality.

Farnette, Cherrie, Forte, Imogene, Loss, Barbara, I've Got Me and I'm Glad, Incentive Publications, Inc., Nashville, TN, 1977.

Sobel, Jeffrey, Everybody Wins: 393 Non-Competitive Games for Young Children, Walker & Company, New York, NY, 1983.

BEHAVIOR CONTROL

PRIMARY UNIT

Unit: Behavioral Control . . . . Primary

Session: 2 Happy and Sad Faces

Purpose:

Students will become aware of their own feelings, both positive and negative and how their actions can affect other's feelings.

Materials:

Chalk or tape to divide an area into two sections.

Introduction:

Begin by saying, "There is nobody in the world just like you. Everyone has feelings, some happy and some sad. Can you think of something that makes you happy? Sad?"

Activity:

"I want you to think about feelings - happy ones and sad ones. I'm going to say some things to you. When one of these feelings makes you feel happy, go to the 'Happy Face Place' (point out the location). When one of these things makes you feel sad, go to the 'Sad Face Place.' In the 'Happy Face Place' we will make happy faces and in the 'Sad Face Place' we will make sad faces." Read each of the following statements. Allow enough time so that the children feel comfortable in making their choices.

a. You fall down and skin your knee.
b. Your friend doesn't want to play with you today.
c. Your mother gives you two helping of ice cream.
d. A little puppy wants to play with you.
e. Somebody sticks their tongue out at you.
f. You get lost in the supermarket.
g. You break your father's favorite dish.
h. Your shoes are too tight.
i. It's your birthday.
j. You accidentally bump into someone and he or she yells at you.
k. You see two people having a fight.

Palomaris, Uvaldo Ed.D., Logan, Ben M.S., A Curriculum on Conflict Management, Human Development Training Institute, 1975. Used with permission.

The way others treat us can make us either happy or sad. We can also make others feel certain ways by the way we act, and the things we say. Read the following situations and allow time for the group to discuss others feelings.

1. You lost your lunch money for the third time. How would your mother feel?
2. Your grades in school have been going down, your work looks messy. How would your father feel?
3. You throw rocks on the playground and they hit someone. How does the child feel? How does the teacher feel? How does the principal feel?
4. In front of a friend you tell another friend that he/she can go skating with you and spend the night. How does the friend that is spending the night feel? How does the other friend feel?

Closure:

Ask the following questions: "Are sad and happy feelings equally important?" "What are all the different ways you can show that you are happy?" "What are all the different ways you can show that you are sad?"

Summary:

"Everyone has different feelings, and everyone can get their feelings hurt -- boys, girls, teachers, and parents. To be a good person, you need to think of others feelings. The way you act and the things you say will affect others."

Assignments:

"For next time, I want you to be able to tell me one thing you have tried to make someone happy and perhaps one thing you did that afterwards you realized made a person sad."

Unit: Behavior Control .... Primary

Session 3: Conflict Management Strategies

Purpose:

Students will become aware of several conflict management strategies.

Materials:

Skits written on 3 x 5 cards. Conflict management strategies written on a chart.

Introduction:

Begin by saying "Last time we talked about happy and sad feelings, we decided that one can have both feelings and sometimes one affects ones feelings by one's actions. Who can tell me something you did this past week to make someone happy or sad?" Today we are going to look at different ways of talking, sharing, and giving others a chance. Does anyone know what explaining means? How about chance, taking turns, sharing, apologies. Elaborate as needed.

Activity:

"Today we are going to role play some situations that I have noticed around our school. Let's watch and listen very closely and see if we can help our friends solve their problems."

Skit 1

Scene 1: Child A is carrying a big load of books to school. Child B comes running up and tries to help by pulling the books from A's arms. Child A doesn't want any help and yells at B to "leave me alone."

Scene 2: The conflict is resolved when Child A explains to B why he/she doesn't want help.

Strategy - Explanation

Skit 2

Scene 1: There is a nickel on the ground. Two children see the nickel at the same time and both want it. A conflict arises because they both feel the nickel is theirs.

Scene 2: The conflict is resolved when they agree to flip the nickel to see who will keep it.

Strategy - Chance

Skit 3

Scene 1: There is one seat vacant beside the leader. Two children get into a conflict over who will sit in the seat.

Scene 2: The conflict is resolved by the two children deciding to take turns. One will sit in the seat for half the time then they will switch seats.

Strategy - Taking turns

Skit 4

Scene 1: Two children want to play with the ball on the playground. They fight over it.

Scene 2: The conflict is resolved when they both decide to share the ball and play a game together.

Strategy - Sharing

Skit 5

Scene 1: Two children are running toward the school bus. Child A is in a hurry and doesn't notice that Child B is running toward the school bus too. Child A runs full speed into Child B and knocks him/her down. Child B gets mad and yells at A.

Scene 2: The conflict is resolved when Child A apologizes to Child B and Child B accepts the apology.

Strategy - Apology

Closure:

"What did you notice about each skit? Tell about some better ways to talk to people? How can we learn to compromise.?"

Summary:

"Everyone has feeling and they also have their own needs. If we can learn to think about the other person and not just ourselves -- we will have more friends and we will feel happier. Remember the different conflict strategies -- explanation, chance, taking turns, sharing, and apology."

Assignments:

"Think about the conflict strategies we talked about today and try to use the different techniques this coming week, when you are on the playground, playing at home with you friends or doing your classwork. We will check on your progress next week."

Palomares, Uvaldo Ed.D, Logan, Ben, M.S., A Curriculum on Conflict Management, Human Development Training Institute, 1975. Used with permission.

Unit: Behavioral Control . . . . Primary

Session 4: Disagreeing

Purpose:

Students will become aware of feelings of anger and what they can do about it.

Materials:

Ditto: Disagreeing
Situations written on 3 x 5 cards.

Introduction:

Begin by saying: "Last time we talked about conflict strategies. Can anyone remember one conflict strategy? Who would like to share an experience they had last week? Have you ever thought that some people act mad when they are really disappointed, afraid or hurt? Today we will talk about different times you may look mad but really feel disappointed, afraid or hurt."

Activity:

"First, let's look at the ditto "Disagreeing." Let's work on the ditto together. As each item is read, if you have ever done that, mark it." After everyone has had a chance to complete the ditto, discuss and talk about how using conflict strategies could help students be more positive in dealing with others.

"Now I will read some different situations; let's see if we can decide what we should do. A good way of behaving in each situation."

1. The teacher puts all the art pictures up on the bulletin board except yours.
2. Your brother just borrowed your favorite possession and broke it.
3. The teacher said everyone must be quiet in the assembly, and your friend made you giggle and laugh.
4. You hear some of your friends planning a slumber party, and you have not been invited.
5. You did a paper in your best handwriting and your teacher told you to do it better.
6. Your teacher tells you that you must complete your work in ten minutes or stay in for recess.

Closure:

"What did you learn today? How can you sometimes appear angry but really be disappointed, afraid or hurt?"

Summary:

"I am proud of those that tried hard to listen and participate. We have discovered today that often when we appear to be angry -- we may really be feeling other deeper feelings. If we can be honest with ourselves and others we could express those feelings and not allow our anger to cause us to hurt someone, or cause problems with our friends or adults."

Assignment:

"In this coming week, try to watch yourselves in different situations. See if you are allowing yourselves to be honest with your feelings, or are you allowing anger at others to cover up your true feelings.

DISAGREEING

Check those things you do when you disagree with people.

a. ____ Avoid the person

b. ____ Change the subject.

c. ____ Try to understand the other person's point of view.

d. ____ Admit that you are wrong even if you do not believe you are.

e. ____ Give in.

f. ____ Apologize.

g. ____ Try to reach a compromise.

h. ____ Pretend to agree.

i. ____ Whine and complain until you get your way.

j. ____ Play the martyr; give in but let the other person know how much you are suffering.

Ask your teacher to help you devise a plan whereby you can disagree with someone while still giving them the respect they deserve. Tell about your proper way of disagreeing.

McElmurry, Mary Anne, Caring, Good Apple, Inc., Carthage, Illinois, 1981. Used with permission.

Unit: Behavioral Control . . . . Primary

Session 5: Look Out! Here I Come!

Purpose:

Student will become aware of the things they do to gain attention. Positive choices will be discussed.

Materials:

Ditto - Look Out! Here I Come!

Cartoon on tag board

Drawing paper, crayons

Introduction:

"We have been talking about understanding our feelings better and how they sometimes can get us into trouble with poor behavior. Last week we discussed some situations. Could anyone share with the group something positive she/he did this past week? How did you handle a situation that was negative?"

Activity:

Pass out ditto "Look Out! Here I Come!" Work through the ditto together. Tell the group to mark those things that they have done to gain attention. Discuss each choice. When the group is finished, allow students time to give examples and help each other discover alternatives. Help the group think of a plan for getting attention in a positive manner.

Show cartoon -- discuss what happens in each of the frames.

Ask each student to draw a picture of how they look when they are angry.

Closure:

"What did you learn today? How can you get attention in a positive manner? What can happen if you get attention for negative things? How does the girl feel? What might she do? What would be a positive step, or a negative step? Do they ever get angry when really they are embarrassed?"

Summary:

"It is helpful to remember that everyone likes to be noticed. We all love to be on the stage but we need to make sure that it is for positive behavior."

Assignment:

"Ask your teacher and parents to help you work on the goal you set for getting attention in more positive ways. Next week we will think about some of your suggestions. Remember next week will be the last meeting of your group, so be ready to do something very special."

LOOK OUT!
HERE I COME!

Check those things you do to get attention. Circle the one thing you do most often to get attention.

a. ____ Do dumb things.

b. ____ Act sick.

c. ____ Do things extra well so people will notice.

d. ____ Don't talk.

e. ____ Pout.

f. ____ Pick on someone.

g. ____ Pretend I am bored.

h. ____ Cry.

i. ____ Put others down.

j. ____ Other ____

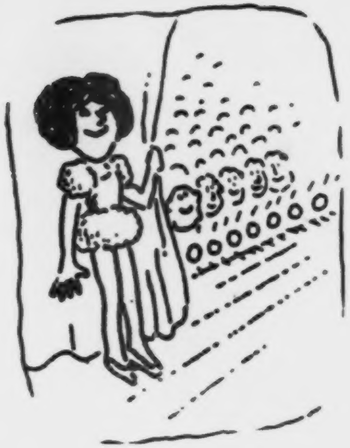
Ask your teacher to help you devise a plan for getting attention in more positive ways than those listed above. Describe you plan below.

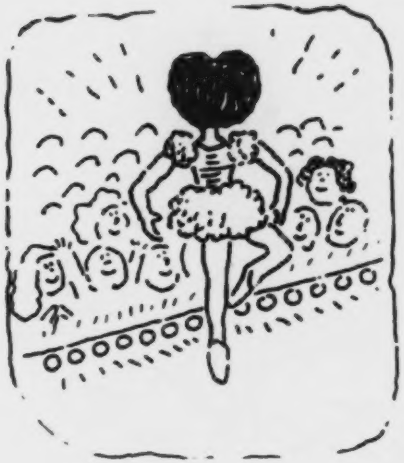
____

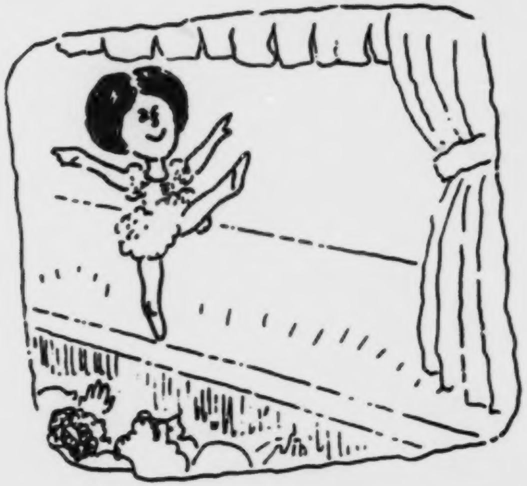
____

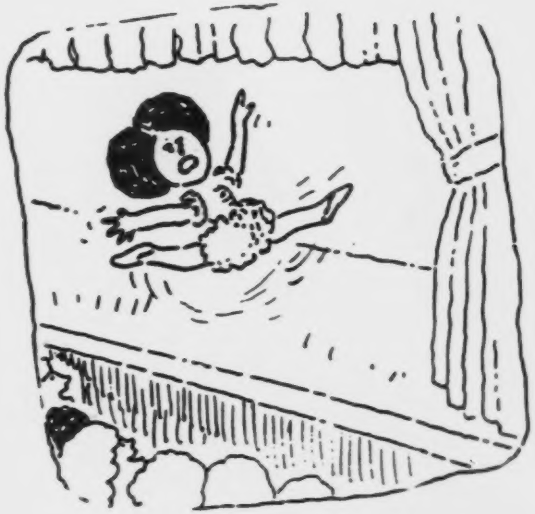
____

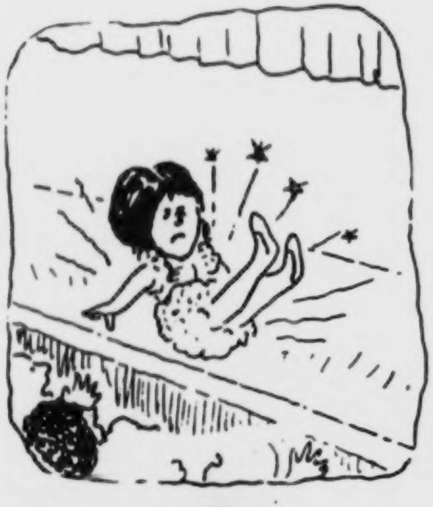
McElmurry, Mary Anne, Caring. Good Apple, Inc. Carthage, Illinois, 1981. Used with permission.

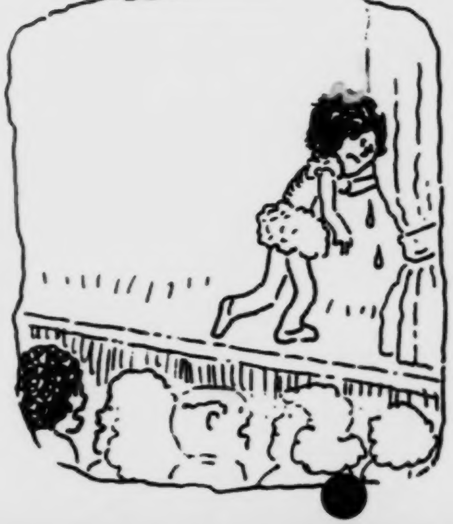












Society for Visual Education, 1971.

Unit: Behavior Control - Primary
Session 6: Spin the Bottle

Purpose:

Students will be able to relate to how their actions have caused reactions with family, school members, friends, adults.

Materials:

Soft drink bottle.

Introduction:

"We have spent the last five weeks talking about how our behavior affects those around us. We need to understand that we are responsible and we can change if we really want to. We can be noticed for the positive things we do not for just the trouble we appear to create. When we are honest with ourselves we can be honest with others. We can learn to control our emotions and not upset or hurt someone else."

Activity:

Play spin the bottle.

1. Sit in a circle. Put the bottle in the center of the circle.
2. Spin the bottle. The player the bottle points to takes the first turn.
3. That player goes to the center of the circle and tells how they would complete the sentence given by the leader.
4. When the first player is finished he/she spins the bottle so another player can take a turn.

Every player should have a turn if the bottle points to the same person twice, spin it again.

Open ended sentence.

1. Things to do when I'm angry .....
2. What I do when I'm in trouble .....
3. I talk the most when I'm .....

The questions may be repeated. Additional questions can be used.

Introduce some fairy tales with a twist. Review the traditonal story and then tell the twist. Have the students discuss how the changes in attitude would affect a change in the behavior of everyone in the story.

1. Cinderella - What if Cinderella's sisters liked her very much?
2. The Three Pigs - What if the three pigs and the wolf were good friends?
3. Little Red Riding Hood - What if the wolf was kind and gentle and like to play checkers with Little Red Riding Hood?
4. Hansel and Gretel - What if the children found a kind lady in the gingerbread house, instead of a wicked witch?
5. Snow White and the Seven Dwarfs - What if the Queen didn't mind that Snow White was more beautiful?

Closure:

> "When is it the hardest to be good? When is it the easiest? Should you blame others for your mistakes? Why? Why not? How have you changed your behaviors, actions in the past 6 weeks?"

Summary:

> "I have enjoyed this group. You have all worked hard to make some changes in your life. It is not easy to change, because your behavior becomes a habit. Sometimes it is too hard to change. I hope that you will continue to watch your behavior in and out of school. This year and when you are an adult with a job it is important to have good behavior and get along with others."

Assignments:

"Continue to improve your behavior. I hope that you will come by and share your positive and negative days with me. Good luck! I know you can do it!"

BEHAVIOR CONTROL

INTERMEDIATE UNIT

Optional Checklist

Misbehavior Reaction Checklist for Teachers

Child's Name ______________________ Sex_____ B.D._________ Age___________

Grade_________ Date Checklist completed _______________

Please check *one* of the following descriptions that best fits your *usual* feeling-reaction when this youngster misbehaves in your classroom. Check the *most* appropriate statement, that is, the one that best describes your *most frequent* or *typical* feeling-reaction when this child misbehaves.

(Attention)

_________ annoyed, irritated, bothered - "Why is she being such a pest?" - "I wish he'd stop doing that!" - or "Why do I have to keep reminding, coaxing, helping her with that?"

(Power)

_________ angry, mad, challenged, feel like showing her who's boss - "He can't get away with that!" - "Stop that this instant!" - or "You will not leave this room until you have finished."

(Revenge)

_________ hurt mixed with anger, wounded, maybe a little saddened - "How could she do that to me?" - "Stop that this instant!" - or "You will not leave this room until you have finished."

(Inadequacy)

_________ helplessness, despair, feel like giving up - "He'll just never learn to do that" - "What's the use?" "I give up." - A sense of failure, inadequacy as a teacher.

This "Misbehavior Reaction Checklist for Teachers" may be given out before the group begins. The information may better help the counselor to understand the students' goals for misbehavior from the teacher's viewpoint.

Wickers, Frank, "The Misbehavior Checklist," Elementary School Guidance and Counseling Journal, Vol 23, No 1, October 1988. Used with permission

Unit: Behavior Control - Intermediate

Session 2: What is Behavior?

Purpose:

Students will learn the definition of behavior, that some behavior is learned and some innate, and that there are many sources and reasons which shape behavior.

Materials:

Dictionary, pencils, marker, chart paper, Goals of Behavior Inventory, What Is Behavior Worksheet, a file folder for each child.

Introduction:

Begin by saying, "The purpose of our group is to help you learn to control your behavior. First we will help you identify what a behavior is. We will then talk about your behavior and help you learn how to control it. We will also look at the reasons for your behavior."

Activity:

Have someone read the definition of behavior from the dictionary. Write it on the chart and have the students copy it. Discuss the definition and the differences between learned and innate behavior, and sources in shaping behavior.

Distribute the "Goals of Behavior Inventory." Go over each item with the students as they mark their answers. Collect them to evaluate after the group has left. (Compare the results with the teacher checklist completed prior to the beginning of the group). At the end of the session place the worksheets and inventories in individual folders for each child. Additional handouts completed during the remainder of the unit should be added to their folders.

Closure:

"Someone tell the group a definition for behavior. Are you born with behavior? What are some of the sources or influences which help shape your behavior?" In the cartoon on your worksheet how have the children's behavior caused a conflict? Where do you think they learned this behavior? What could you tell the children or adult to do to help them solve their problem?"

"Look at the 'Goals of Behavior Inventory.' What are some of the reasons or goals that you checked for your behavior? Tell why you think others in the group may have different reasons checked."

Summary:

"Today we have discussed the definition of behavior and learned that some behavior is learned and some is innate. There are many sources which influence your behavior. There are many reasons why you act the way you do."

Schmidt, Fran, Friedman, Alice, Creative Conflict Solving for Kids, Grace Contrino Abrams Peace Education Foundation, Inc., Miami, 1985

Appendix B

GOALS OF BEHAVIOR INVENTORY

Name ______________________________ Boy ___ Girl ___ Date __________
School ______________________________ Grade ___ B.D. __________ Age ___

Please mark with a checkmark any of the following sentences that are "true" for you.

1. _____ I want to be in charge.
2. _____ I want people to feel sorry for me.
3. _____ I want people to see what it is like to be hurt.
4. _____ I want people to stop telling me what to do.
5. _____ I think that I have been treated unfairly.
6. _____ I know I'll mess up so there's no point in trying.
7. _____ I want people to feel sorry for what they have done.
8. _____ I want people to notice me.
9. _____ I want to be left alone. I can't do things right anyway.
10. _____ I want some attention.
11. _____ I want people to do more for me.
12. _____ I want to get even.
13. _____ I want people to do what I want to do.
14. _____ I want people to stop asking me to do things.
15. _____ I want power.
16. _____ I want to be special.

Manly, Lisa (1986) *Elementary School Guidance & Counseling*, *21, 160 - 162.*

A-8, 10, 11, 16; P-1, 4, 13, 15; R-3, 5, 7, 12; I-2, 6, 9, 14.

Checklist completed by ______________________________

School ______________________________

Wickers, Frank, "The Misbehavior Checklist," Elementary School Guidance and Counseling Journal, Vol. 23., No. 1, October 1988. Used by permission.

Unit: Behavior Control - Intermediate

Session 3: Conflict Management Strategies

Purpose:

Students will learn some conflict management strategies.

Materials:

Comic strips of "The Magic Circle Gang" (stapled together for each student), crayons, pencils, construction paper, markers.

Introduction:

Begin by saying, "Last week we discussed the meaning of behavior. How was your behavior this week? Thinking back to your inventory, why do you think you behaved the way you did? Talk about what to do when your behavior causes you to get into trouble. There are many strategies that you can take. You can compromise. Does anyone know what compromise is? Other examples are having a good sense of humor, postponement, taking turns, intervention and chance, and apology and explanation. (Elaborate and discuss each as needed).

Activity:

Distribute the comic strips to each child. As you discuss each comic strip list the strategy used in the comic on a chart which should stay up during the course of the group sessions. Tell them that you will add additional strategies that may be discussed.

After reading and discussing each comic strip, ask the children to break into groups of two to three students. Tell each group to think of a conflict situation and then come up with a positive way of resolving it that is different from the ones already discussed. Each group then creates a comic strip to illustrate their ideas. If students have difficulty coming up with additional strategies you may suggest: active listening, soliciting intervention, distracting, abandoning, exaggerating, etc.

Closure:

Discuss each comic strip by asking: "Have you ever been in conflict where you used that strategy? How did you feel during the conflict? How did you feel after you used this strategy?

"Which teams would like to share their comic strips with the group? What was the strategy that you decided was appropriate in solving the conflict?" Add any additional strategies to the chart.

Palomares, Uvaldo, Ed.D., Logan, Ben, M.S., A Curriculum on Conflict Management, Human Development Training Institute, 1975. Used with permission.

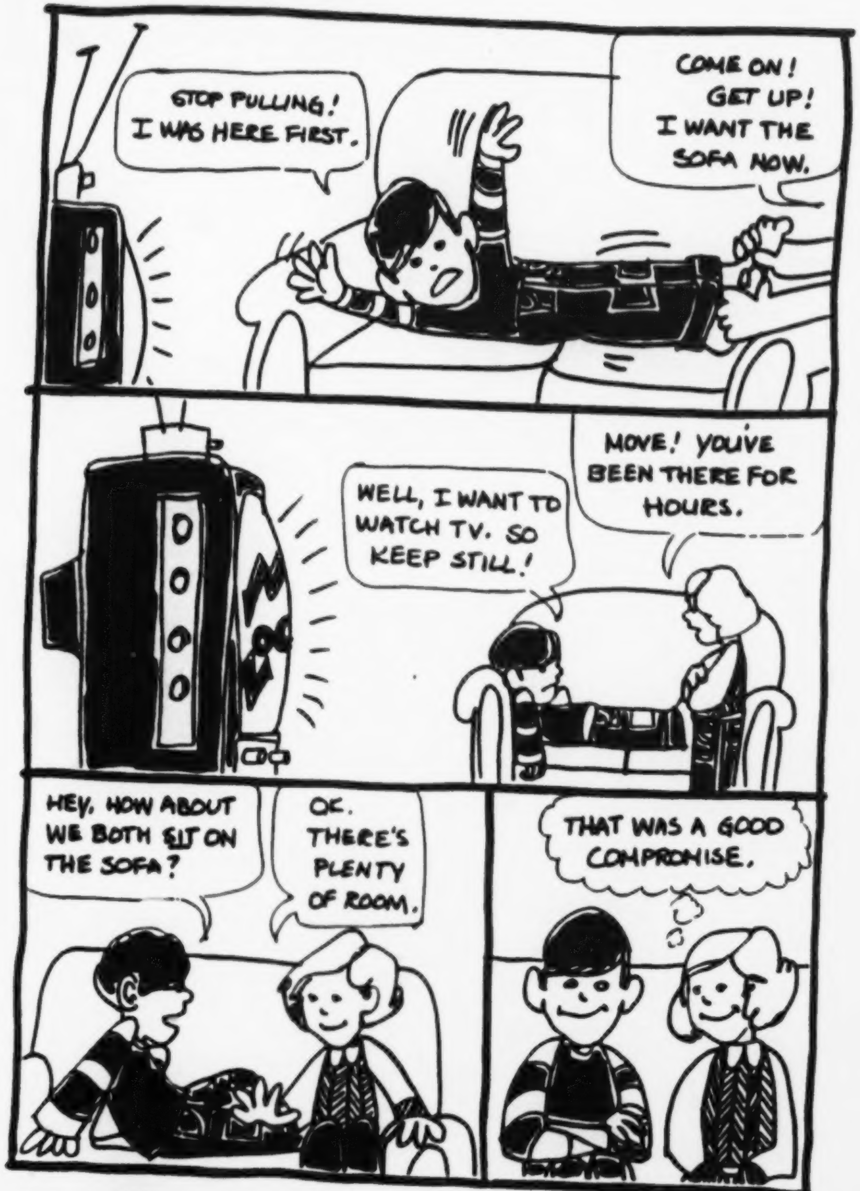
Summary:

"We have learned many strategies for solving conflict. I hope that you have learned some new alternatives that will help you in settling conflicts and in controlling your behavior."

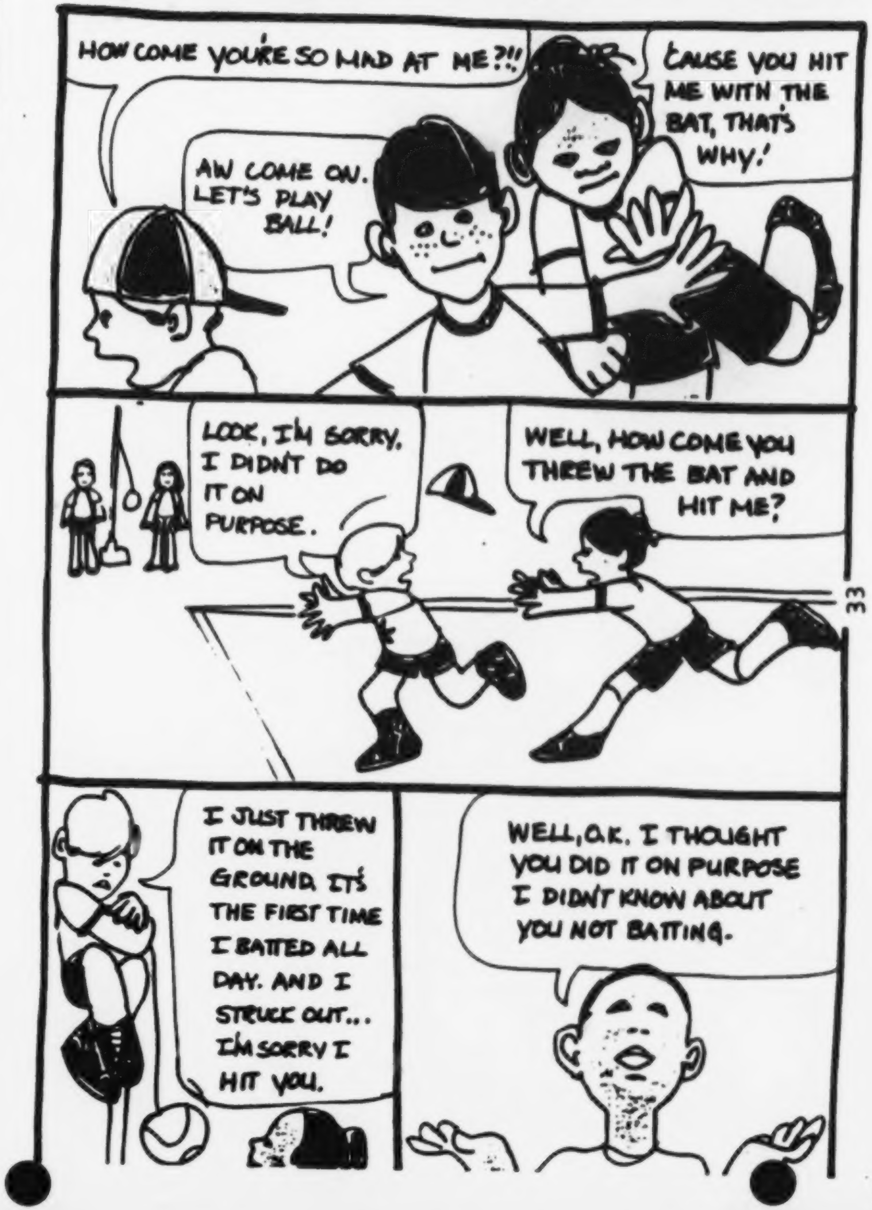
Assignment:

"Everyone look at the chart of conflict management strategies. Decide on at least one or two that you will try in this next week."

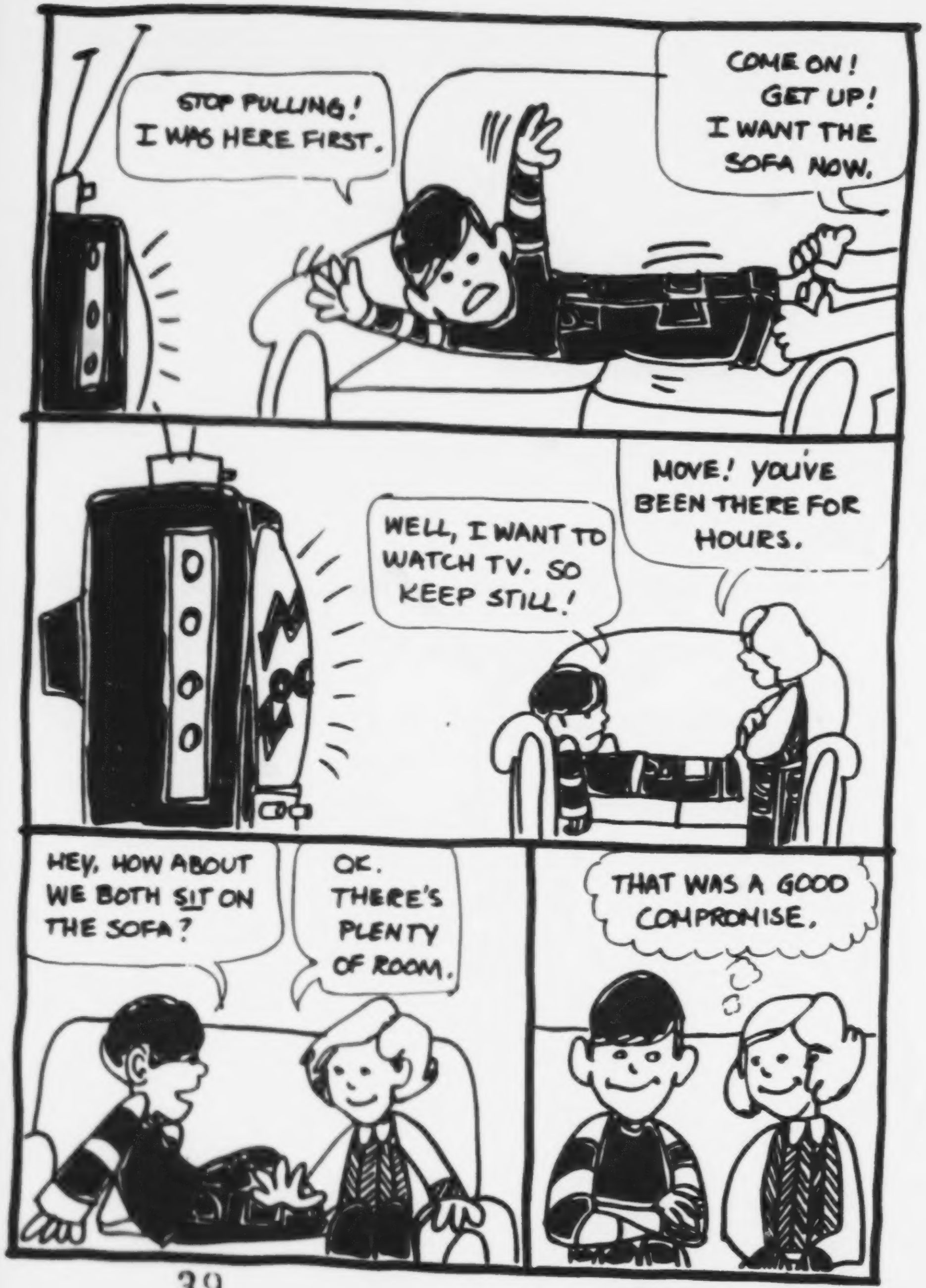
compromise & sharing


STOP PULLING! I WAS HERE FIRST.
COME ON! GET UP! I WANT THE SOFA NOW.
WELL, I WANT TO WATCH TV. SO KEEP STILL!
MOVE! YOU'VE BEEN THERE FOR HOURS.
HEY, HOW ABOUT WE BOTH SIT ON THE SOFA?
O.K. THERE'S PLENTY OF ROOM.
THAT WAS A GOOD COMPROMISE.

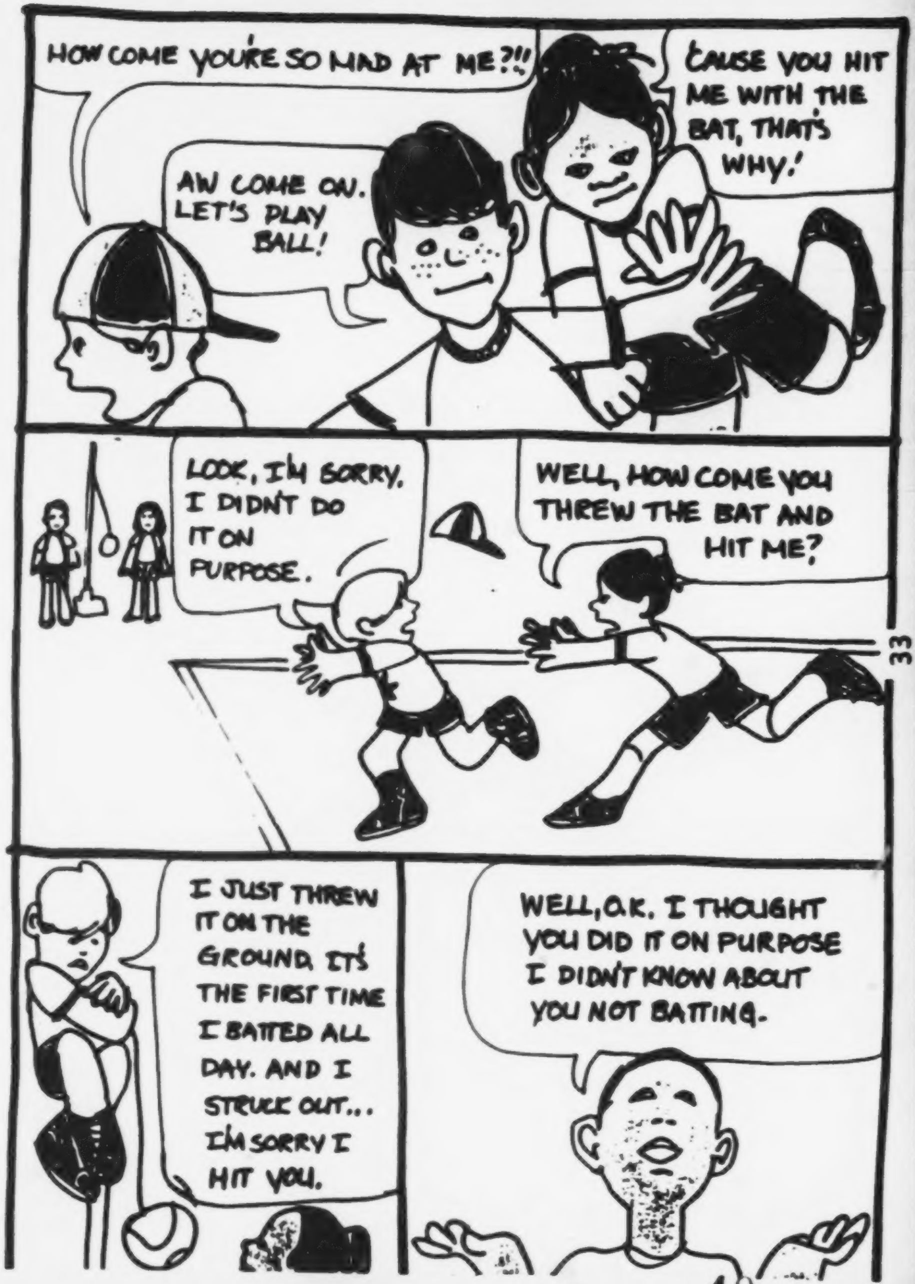
apology & explanation


HOW COME YOU'RE SO MAD AT ME?!!
'CAUSE YOU HIT ME WITH THE BAT, THAT'S WHY!
AW COME ON. LET'S PLAY BALL!
LOOK, I'M SORRY. I DIDN'T DO IT ON PURPOSE.
WELL, HOW COME YOU THREW THE BAT AND HIT ME?
I JUST THREW IT ON THE GROUND. IT'S THE FIRST TIME I BATTED ALL DAY. AND I STRUCK OUT... I'M SORRY I HIT YOU.
WELL, O.K. I THOUGHT YOU DID IT ON PURPOSE I DIDN'T KNOW ABOUT YOU NOT BATTING.

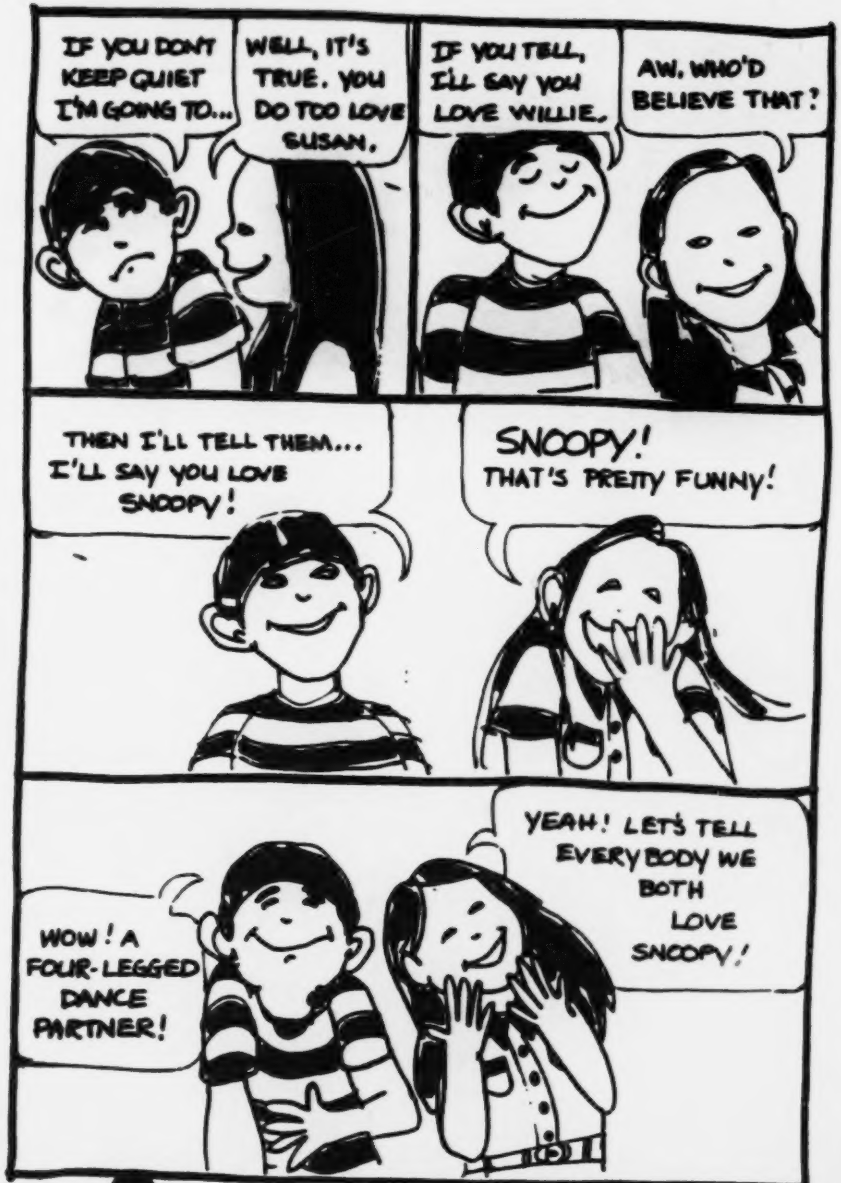
compromise & sharing


STOP PULLING! I WAS HERE FIRST.
COME ON! GET UP! I WANT THE SOFA NOW.
WELL, I WANT TO WATCH TV. SO KEEP STILL!
MOVE! YOU'VE BEEN THERE FOR HOURS.
HEY, HOW ABOUT WE BOTH SIT ON THE SOFA?
OK. THERE'S PLENTY OF ROOM.
THAT WAS A GOOD COMPROMISE.

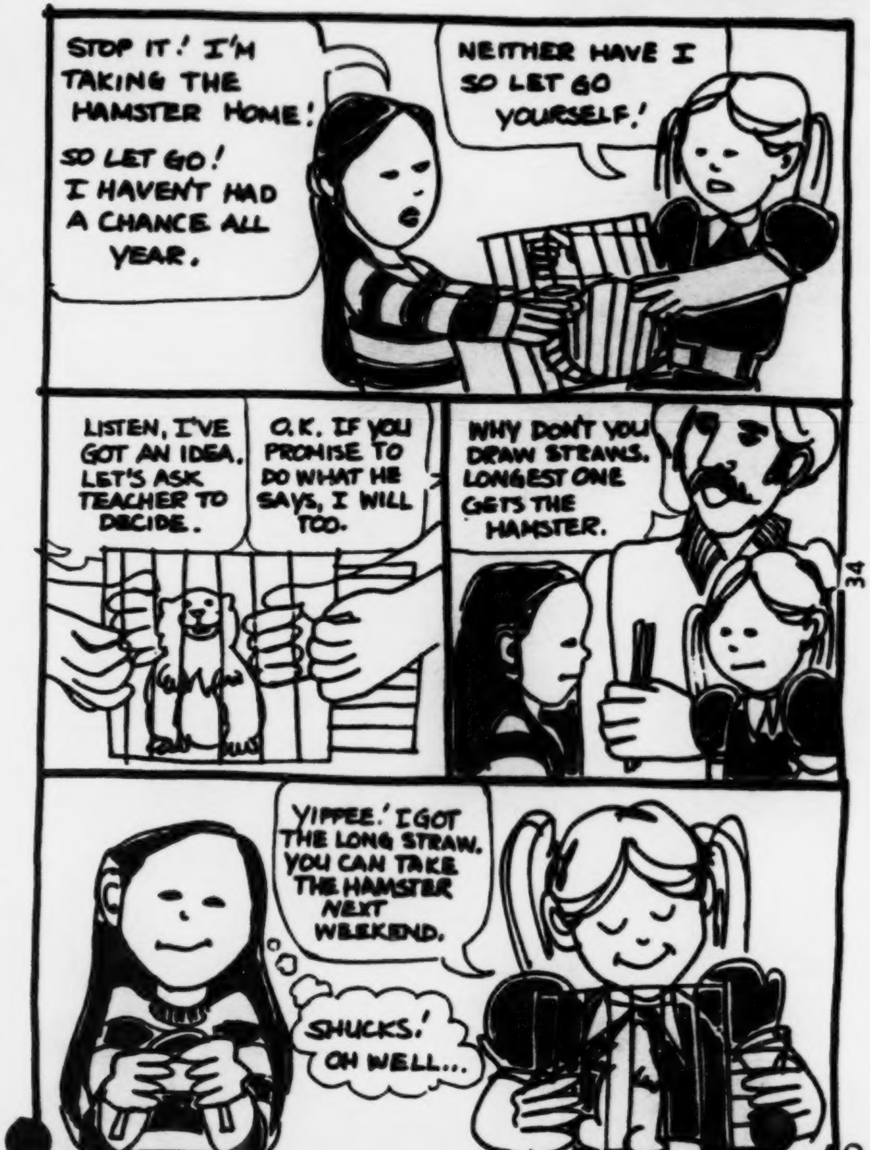
apology & explanation


HOW COME YOU'RE SO MAD AT ME?!!
'CAUSE YOU HIT ME WITH THE BAT, THAT'S WHY!
AW COME ON. LET'S PLAY BALL!
LOOK, I'M SORRY. I DIDN'T DO IT ON PURPOSE.
WELL, HOW COME YOU THREW THE BAT AND HIT ME?
I JUST THREW IT ON THE GROUND. IT'S THE FIRST TIME I BATTED ALL DAY. AND I STRUCK OUT... I'M SORRY I HIT YOU.
WELL, O.K. I THOUGHT YOU DID IT ON PURPOSE I DIDN'T KNOW ABOUT YOU NOT BATTING.

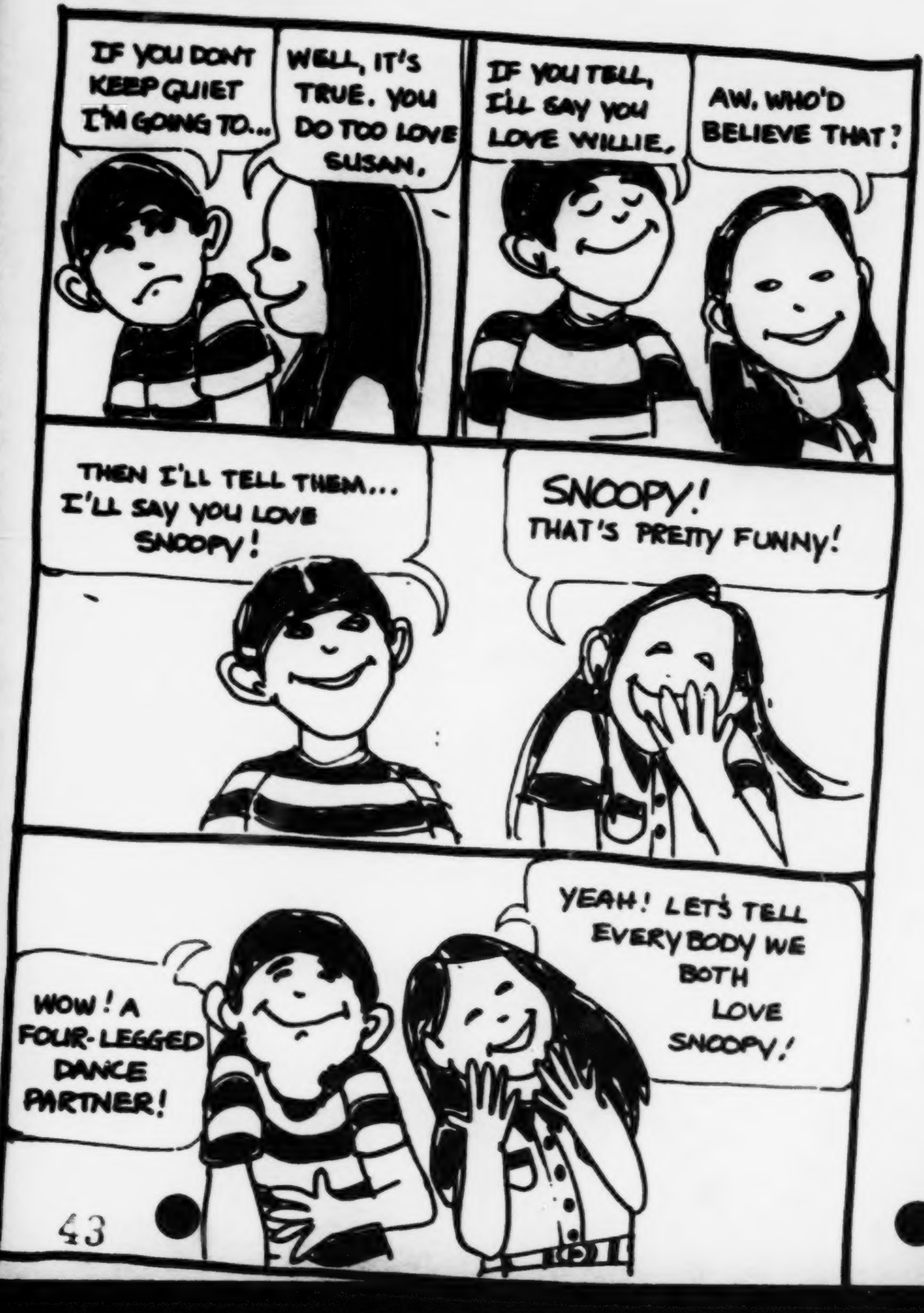
humor


IF YOU DON'T KEEP QUIET I'M GOING TO...
WELL, IT'S TRUE. YOU DO TOO LOVE SUSAN.
IF YOU TELL, I'LL SAY YOU LOVE WILLIE.
AW, WHO'D BELIEVE THAT?
THEN I'LL TELL THEM... I'LL SAY YOU LOVE SNOOPY!
SNOOPY! THAT'S PRETTY FUNNY!
WOW! A FOUR-LEGGED DANCE PARTNER!
YEAH! LET'S TELL EVERYBODY WE BOTH LOVE SNOOPY!

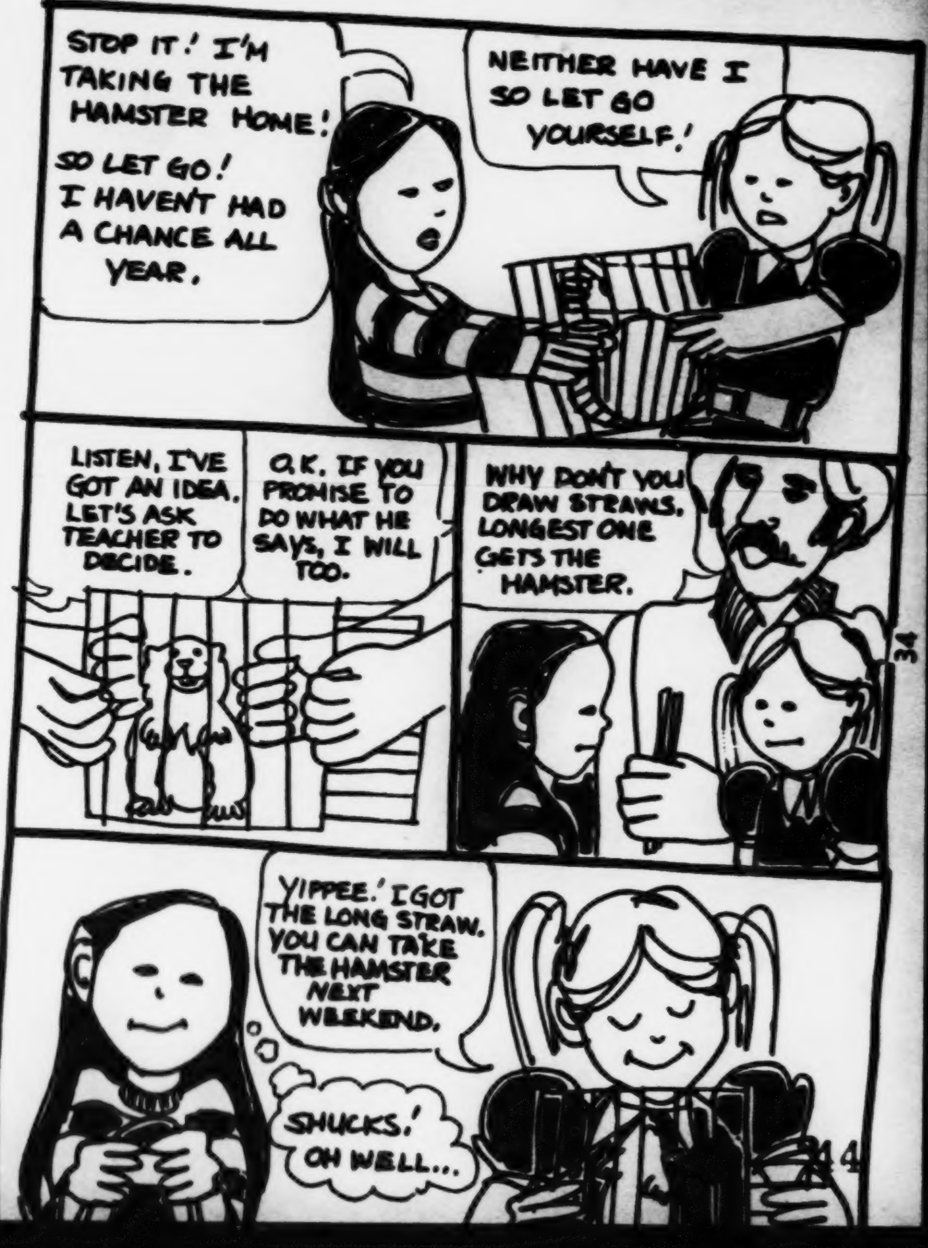
intervention & chance


STOP IT! I'M TAKING THE HAMSTER HOME! SO LET GO! I HAVEN'T HAD A CHANCE ALL YEAR.
NEITHER HAVE I SO LET GO YOURSELF!
LISTEN, I'VE GOT AN IDEA. LET'S ASK TEACHER TO DECIDE.
O.K. IF YOU PROMISE TO DO WHAT HE SAYS, I WILL TOO.
WHY DON'T YOU DRAW STRAWS. LONGEST ONE GETS THE HAMSTER.
YIPPEE! I GOT THE LONG STRAW. YOU CAN TAKE THE HAMSTER NEXT WEEKEND.
SHUCKS! OH WELL...

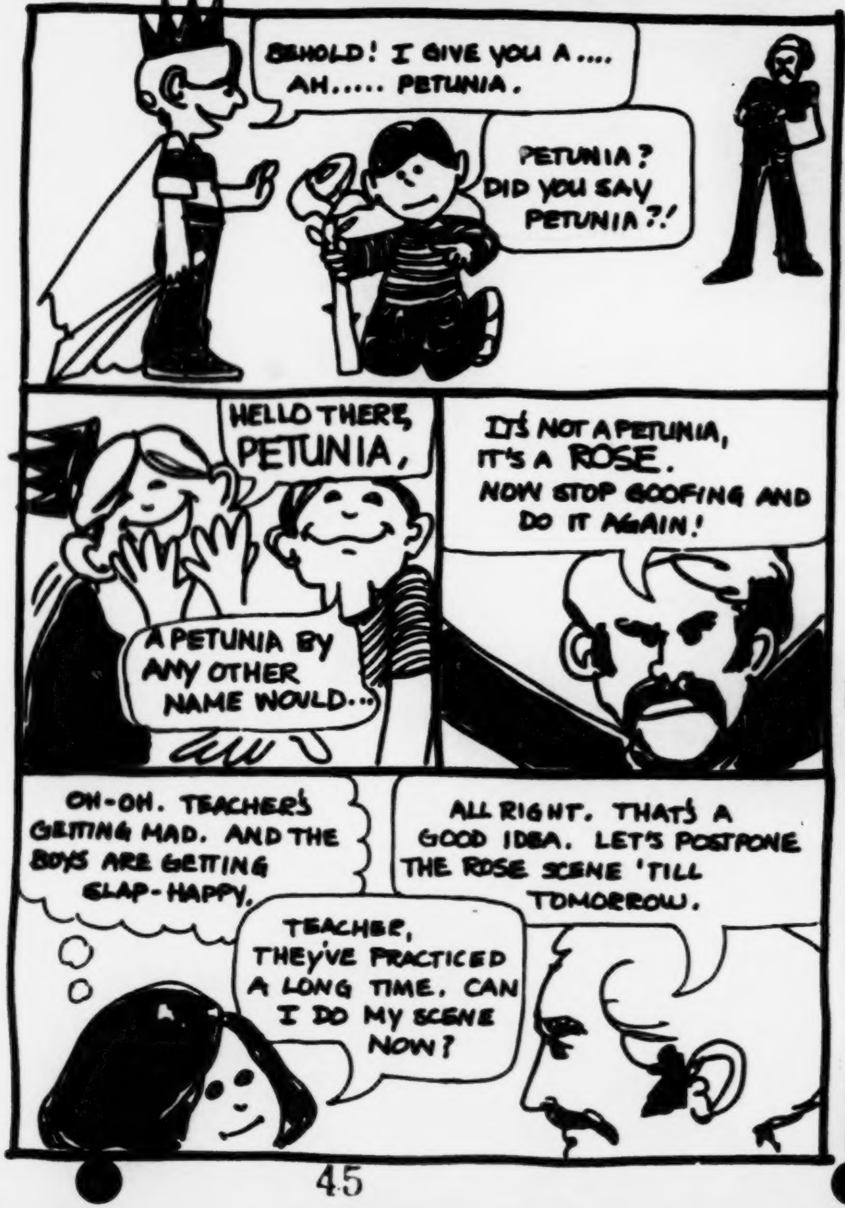
humor


IF YOU DON'T KEEP QUIET I'M GOING TO...
WELL, IT'S TRUE. YOU DO TOO LOVE SUSAN.
IF YOU TELL, I'LL SAY YOU LOVE WILLIE.
AW, WHO'D BELIEVE THAT?
THEN I'LL TELL THEM... I'LL SAY YOU LOVE SNOOPY!
SNOOPY! THAT'S PRETTY FUNNY!
WOW! A FOUR-LEGGED DANCE PARTNER!
YEAH! LET'S TELL EVERYBODY WE BOTH LOVE SNOOPY!

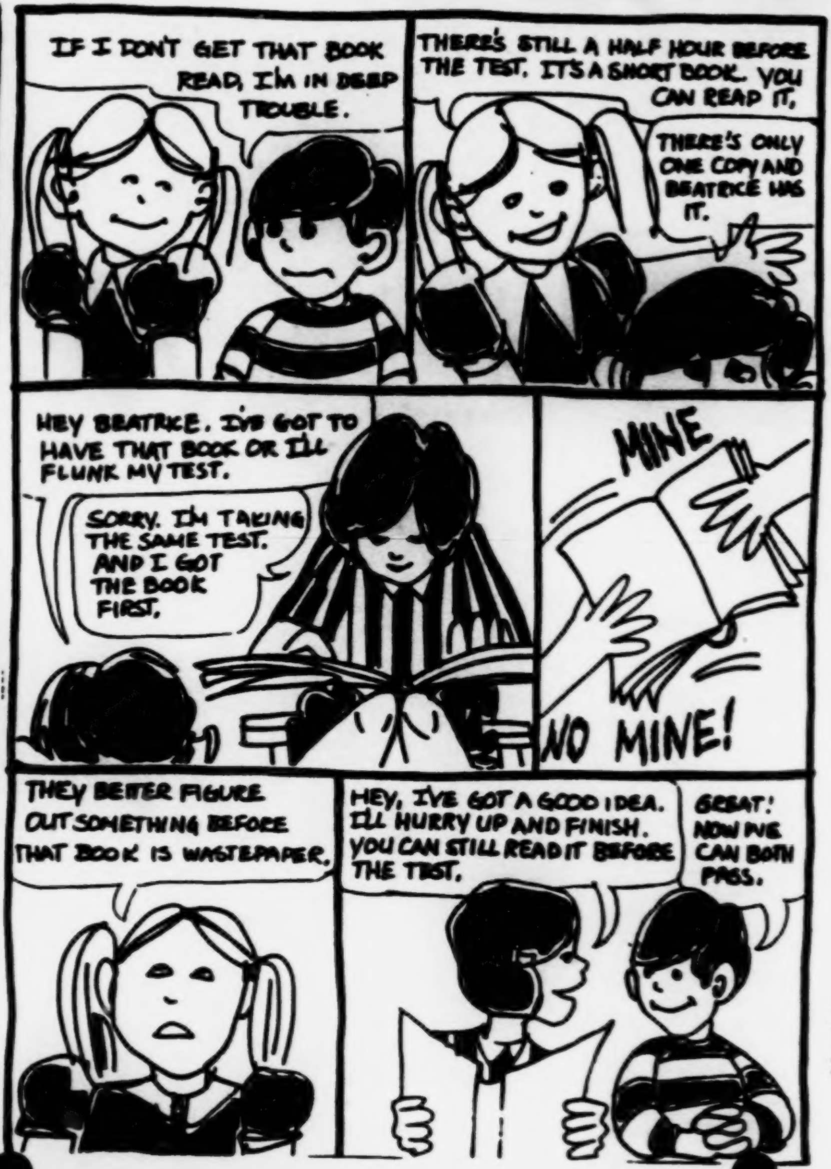
intervention & chance


STOP IT! I'M TAKING THE HAMSTER HOME! SO LET GO! I HAVEN'T HAD A CHANCE ALL YEAR.
NEITHER HAVE I SO LET GO YOURSELF!
LISTEN, I'VE GOT AN IDEA. LET'S ASK TEACHER TO DECIDE.
O.K. IF YOU PROMISE TO DO WHAT HE SAYS, I WILL TOO.
WHY DON'T YOU DRAW STRAWS. LONGEST ONE GETS THE HAMSTER.
YIPPEE! I GOT THE LONG STRAW. YOU CAN TAKE THE HAMSTER NEXT WEEKEND.
SHUCKS! OH WELL...

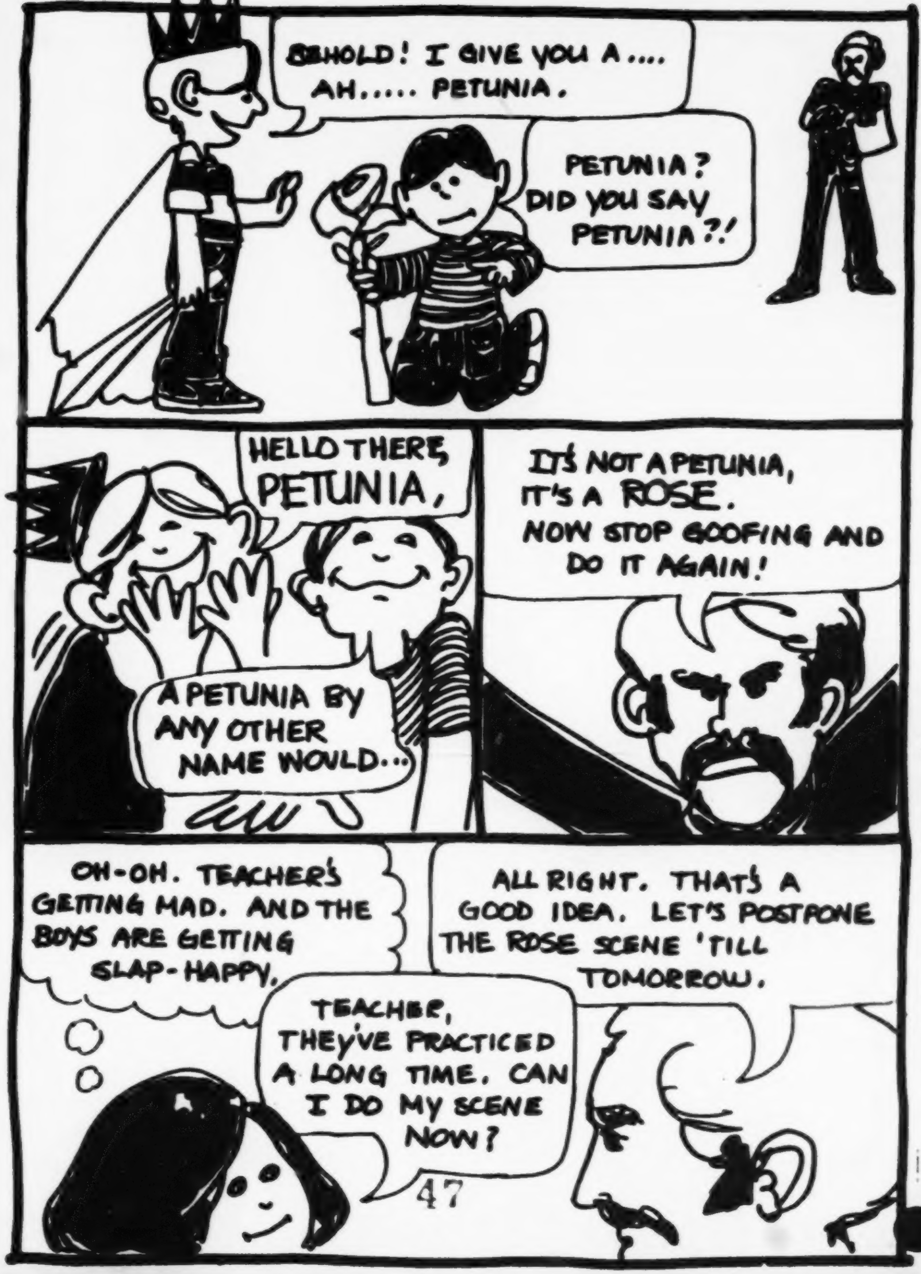
postponement


BEHOLD! I GIVE YOU A.... AH..... PETUNIA.
PETUNIA? DID YOU SAY PETUNIA?!
HELLO THERE, PETUNIA,
A PETUNIA BY ANY OTHER NAME WOULD...
IT'S NOT A PETUNIA, IT'S A ROSE. NOW STOP GOOFING AND DO IT AGAIN!
OH-OH. TEACHER'S GETTING MAD. AND THE BOYS ARE GETTING SLAP-HAPPY.
TEACHER, THEY'VE PRACTICED A LONG TIME. CAN I DO MY SCENE NOW?
ALL RIGHT. THAT'S A GOOD IDEA. LET'S POSTPONE THE ROSE SCENE 'TILL TOMORROW.

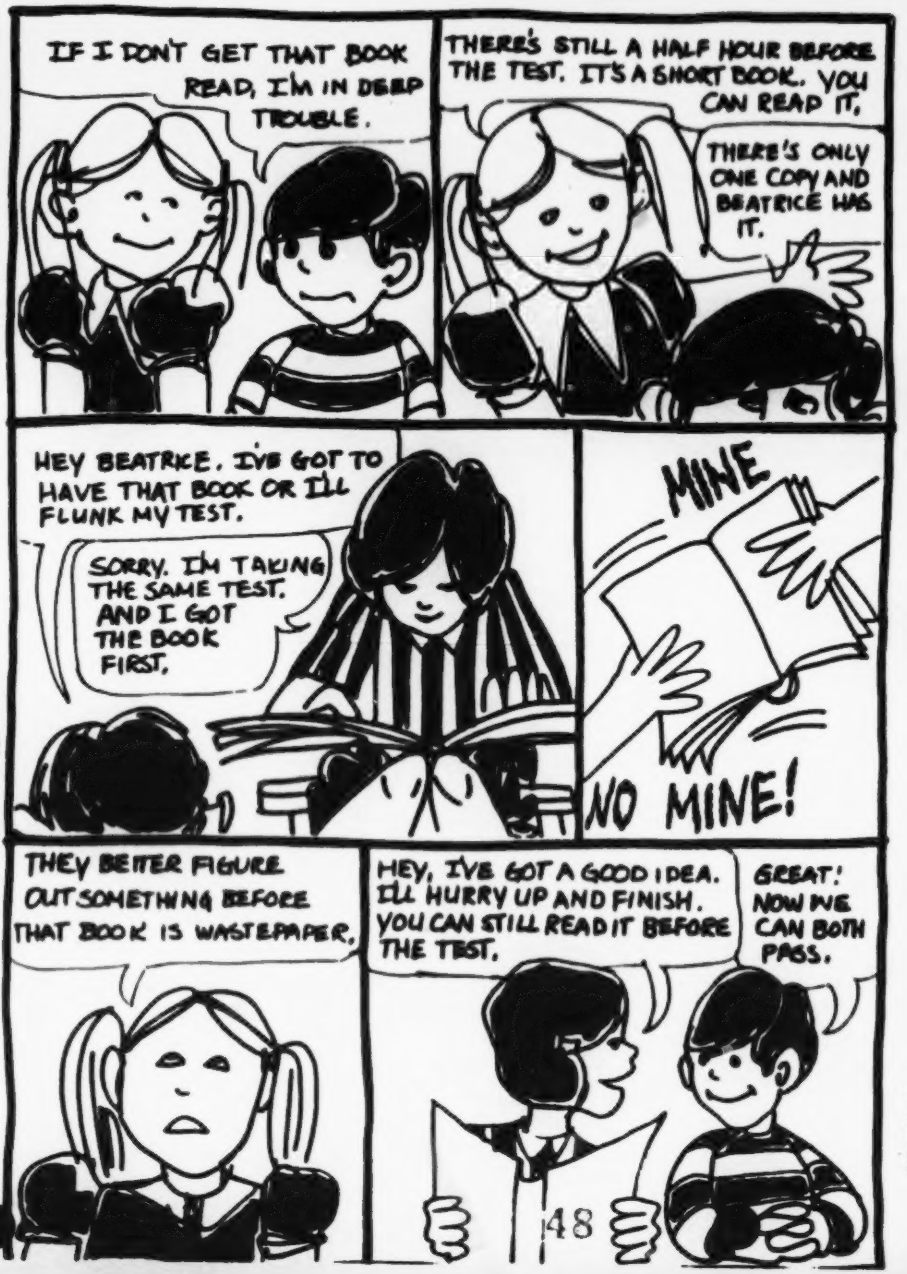
taking turns


IF I DON'T GET THAT BOOK READ, I'M IN DEEP TROUBLE.
THERE'S STILL A HALF HOUR BEFORE THE TEST. IT'S A SHORT BOOK. YOU CAN READ IT.
THERE'S ONLY ONE COPY AND BEATRICE HAS IT.
HEY BEATRICE. I'VE GOT TO HAVE THAT BOOK OR I'LL FLUNK MY TEST.
SORRY. I'M TAKING THE SAME TEST. AND I GOT THE BOOK FIRST.
MINE
NO MINE!
THEY BETTER FIGURE OUT SOMETHING BEFORE THAT BOOK IS WASTEPAPER.
HEY, I'VE GOT A GOOD IDEA. I'LL HURRY UP AND FINISH. YOU CAN STILL READ IT BEFORE THE TEST.
GREAT! NOW WE CAN BOTH PASS.

postponement


BEHOLD! I GIVE YOU A.... AH..... PETUNIA.
PETUNIA? DID YOU SAY PETUNIA?!
HELLO THERE, PETUNIA,
A PETUNIA BY ANY OTHER NAME WOULD...
IT'S NOT A PETUNIA, IT'S A ROSE. NOW STOP GOOFING AND DO IT AGAIN!
OH-OH. TEACHER'S GETTING MAD. AND THE BOYS ARE GETTING SLAP-HAPPY.
TEACHER, THEY'VE PRACTICED A LONG TIME. CAN I DO MY SCENE NOW?
ALL RIGHT. THAT'S A GOOD IDEA. LET'S POSTPONE THE ROSE SCENE 'TILL TOMORROW.

taking turns


IF I DON'T GET THAT BOOK READ, I'M IN DEEP TROUBLE.
THERE'S STILL A HALF HOUR BEFORE THE TEST. IT'S A SHORT BOOK. YOU CAN READ IT.
THERE'S ONLY ONE COPY AND BEATRICE HAS IT.
HEY BEATRICE. I'VE GOT TO HAVE THAT BOOK OR I'LL FLUNK MY TEST.
SORRY. I'M TAKING THE SAME TEST. AND I GOT THE BOOK FIRST.
MINE
NO MINE!
THEY BETTER FIGURE OUT SOMETHING BEFORE THAT BOOK IS WASTEPAPER.
HEY, I'VE GOT A GOOD IDEA. I'LL HURRY UP AND FINISH. YOU CAN STILL READ IT BEFORE THE TEST.
GREAT! NOW WE CAN BOTH PASS.

Unit: Behavior Control - Intermediate

Session 4: Understanding Different Points of View

Purpose:

Students will learn to better understand how the other person feels in a conflict situation.

Materials:

Copies of conflict skits.

Introduction:

Begin by saying: "Everyone in the group tell about the conflict management strategies that you tried since we met last. Did the strategy you used seem to help you in solving the conflict? Today we will learn by role-playing how the other person feels in certain conflict situations."

Activity:

Distribute a copy of the skits to each child. Ask volunteers to role-play specific parts in the skits. Have them exchange roles.

Closure:

After each skit ask each participant:

a. "When you were acting out your first part, how did you feel about the other person?"

b. "In your first role did you believe you were right?"

c. "After you switched roles how did you feel?"

d. "What did you think of the point of view of the second character after you played the part?"

e. "After you played both sides did you think that only one side was right or wrong?"

The following questions may be asked of the entire group after each skit:

a. "What did you see happening in this skit?"

b. "What happened to the actors when they had to play the part of the other person?"

c. "After seeing both actors play both roles do you think that only one side was right or wrong?"

d. "How will understanding the other person's point of view better help you in dealing with conflicts?"

Summary:

"When both individuals are unable to understand the other person's feelings, it is difficult for them to deal with the conflict. By understanding the other person's feelings you can better learn to communicate and get along with them."

Assignment:

"When you are involved in conflicts try hard to understand the other person's feelings. Think about whether this helps you get along better with them."

CONFLICT SKITS

PLOT ONE - *Situation:*	Two characters: Child A borrows a sweater from Child B, promising to take good care of it; but when Child B gets the sweater back, it has a hole in it.
Viewpoint of Child A:	"The sweater was torn when someone else grabbed it. It was an accident. I meant to take good care of it."
Viewpoint of Child B:	"It was a good sweater and I trusted you to take care of it. You were careless."
PLOT TWO - *Situation:*	Two characters: Child A wants to borrow a record from Child B for a party. The record is a rare one and a favorite of everyone's, especially Child B's. Child B says no.
Viewpoint of Child A:	"I need the record so my party will be a big hit. I'll take good care of it by putting it in a safe place when it's not being played."
Viewpoint of Child B:	"The record can never be replaced. There will be a lot of people at the party, and I'm afraid someone will break or scratch it."
PLOT THREE - *Situation:*	Two characters: Child A asks a sister (B) to tell Mom (C) that he is going to stay after school to make up a test and will get home late. Sister (B) forgets and Mom is angry at them both.
Viewpoint of Child A:	"It was important for me to stay and make up the test. I trusted my sister to tell Mom. I'm really mad at her for forgetting to do it."
Viewpoint of Mom C:	"It really makes me angry that no one remembered to tell me that he would be late getting home from school. I got very concerned and I spent a lot of time worrying instead of doing other things that needed to be done."

PLOT FOUR - *Situation:*	Two characters: Child A, a girl, is playing baseball and hits the ball very hard. When she throws the bat down it hits Child B, a boy, in the leg.
Viewpoint of Child A:	"It was an accident. I thought I'd hit a home run. He was standing where nobody's supposed to stand. If he had been in the right place he wouldn't have gotten hit."
Viewpoint of Child B:	"My leg got hurt." "The rules say that you shouldn't throw the bat because people get hurt that way."

Palomares, Uvaldo, Ed.D., and Logan, Ben, M.S. A Curriculum on Conflict Management. Human Development Training Institute, 1975. Used with permission.

Unit: Behavior Control - Intermediate

Session 5: Madness Management

Purpose:

Students will learn how to effectively deal with their anger.

Materials:

Construction paper, pencils, crayons, Madness Management Activities.

Introduction:

Begin by saying: "Anger is a feeling that is difficult to express. If you have problems dealing with your anger, it may be hard to get along with people. In your observations of people in the last week did you notice that anyone seemed very angry? How did they deal with their anger? In our lesson we will focus on learning how to deal with anger."

Activity:

Pass out construction paper and crayons. Have the students draw how they look when they are angry. On the back of the paper have them draw three things they could do with their anger that would help them to get rid of it, but wouldn't hurt themselves or anyone else. Ask each child to describe their picture and to explain how they have expressed their anger (yelling, hitting, being silent). Tell them that anger is as okay to feel as happiness, however, it is not okay to hurt themselves or others when they feel angry.

Select and do one or two of the Madness Management Activities described at the end of this lesson: "Shove It!, Beat It!, Glaring Glimpses, The Cracker Crunch, Magazine Madness, Angry Stone, Madness Management Activity."

Closure:

"Does the target of the anger hit back? Does your teacher get angry? Do you get sent to the principal or to your room? What are other types of reactions to your anger? Today we have discussed many ways to deal with anger. Can you think of any situations in your own lives when you could possibly use any of the Madness Management Activities? Can you think of any other ways to cope with your anger?" (Mention some of the following if you only get a few responses: keeping a journal of your feelings, counting to ten before reacting, separating from the person until you cool down, explaining yourself, etc.).

Summary:

"We have learned many alternative ways to cope with anger. It usually takes a little extra effort to calmly deal with this anger. If you do you will certainly get along better with people and your behavior will improve."

Assignment:

"Try out some of the Madness Management Activities when you are angry."

Exercise #1 Shove It!

The students position themselves against an outside wall of the school. They pretend that the wall is the source of their anger. On signal, they push their hands, arms, shoulders, back, etc. against the wall. They push as hard as they can for 1 full minute.

Exercise #2 Beat It!

Taking an old pillow, each student beats with his fists on the pillow in an attempt to beat his anger out of his system. It's advisable for the students to cradle the pillow in their laps while beating to avoid hand injuries which might occur if the pillow is resting on a hard surface such as a floor or table. Time limit: 1 minute.

Exercise #3 Glaring Glimpses

Position the students across from each other in twos. Have students on one side make faces ("cut eyes") at the other group. The second group then has permission to glare, sneer, growl, etc. back at their partners. No physical contact is allowed. Time limit: 1 minute per side.

Exercise #4 The Cracker Crunch

Students are to pretend that the soda crackers in the center of the table are the source of their anger. They begin munching slowly on the crackers, then munching faster as their anger intensifies. Time limit: 1 minute.

Exercise #5 Magazine Madness

Using old magazines, each student begins tearing a magazine up. He can tear single pages or several pages at a time. He must pretend that his anger is centered in the magazine pages. When time is called, the floor will be covered with a mound of paper. Students usually enjoy stuffing the scraps in the trash basket as another anger activity.

Exercise #6 Angry Stone

Each student will paint a smooth rock, glue moveable eyes on it, and paint an angry expression for its mouth. When the rocks have dried, the students will pretend to be angry. They will squeeze their rocks in their hands as hard as they can, allowing their anger to move through their arms into their stones. The students may take their angry stones home.

Exercise #7 The Mad Monologue

Think about a person with whom you are angry. Imagine that person is the puppet on your hand. Tell the person what you are angry about. You may yell, move around, point your finger, shake the puppet, use a lot of energy. Continue for one minute.

Discuss the importance of verbalizing angry feelings. Discuss the significance of being able to talk about how you feel after you have worked through some of your anger in an appropriate way.

Landy, Lois, Child Support Through Small Group Counseling, Savannah, 1984. Used with permission.

Unit: Behavior Control - Intermediate

Session 6: Review and Goal Setting

Purpose:

Students will review the meaning of behavior. They will also review strategies suggested to use in solving conflicts and set goals for themselves.

Materials:

Students' individual folders with all worksheets and activities completed during the group meetings, Goal Setting Worksheet, and pencils.

Introduction:

Begin by saying: "In the last five weeks we have learned a lot about behavior and about how to cope with conflict in our lives. Do any of you feel that your behavior has improved? Why? Why not? Have you been able to apply the things you have learned in the group to your own lives?"

Activity:

Go through the various sheets and handouts collected in the students' folders covering the following points: the meaning of behavior, the strategies covered in the comic strips of "The Magic Circle Gang," the importance of considering the other person's point of view in conflict situations, methods of coping with anger, etc.

Distribute the Goal Setting worksheet. Tell them that it is time to evaluate their progress in controlling their behavior. Go over the points outlined at the top of the worksheet. Answer the questions at the bottom of the worksheet together. They may again review the information in their folders to help them answer the questions.

Closure:

"Look at your goal setting worksheet. What has been one of the most helpful things that you have learned during our group sessions? Discuss the other four questions at the bottom of the worksheet. Now that the group is over how will you continue to use these strategies?"

Summary:

"In completing this Goal Setting worksheet I hope you are beginning to realize that you have grown and developed new skills to help you solve conflicts. These skills should help you get along better with others."

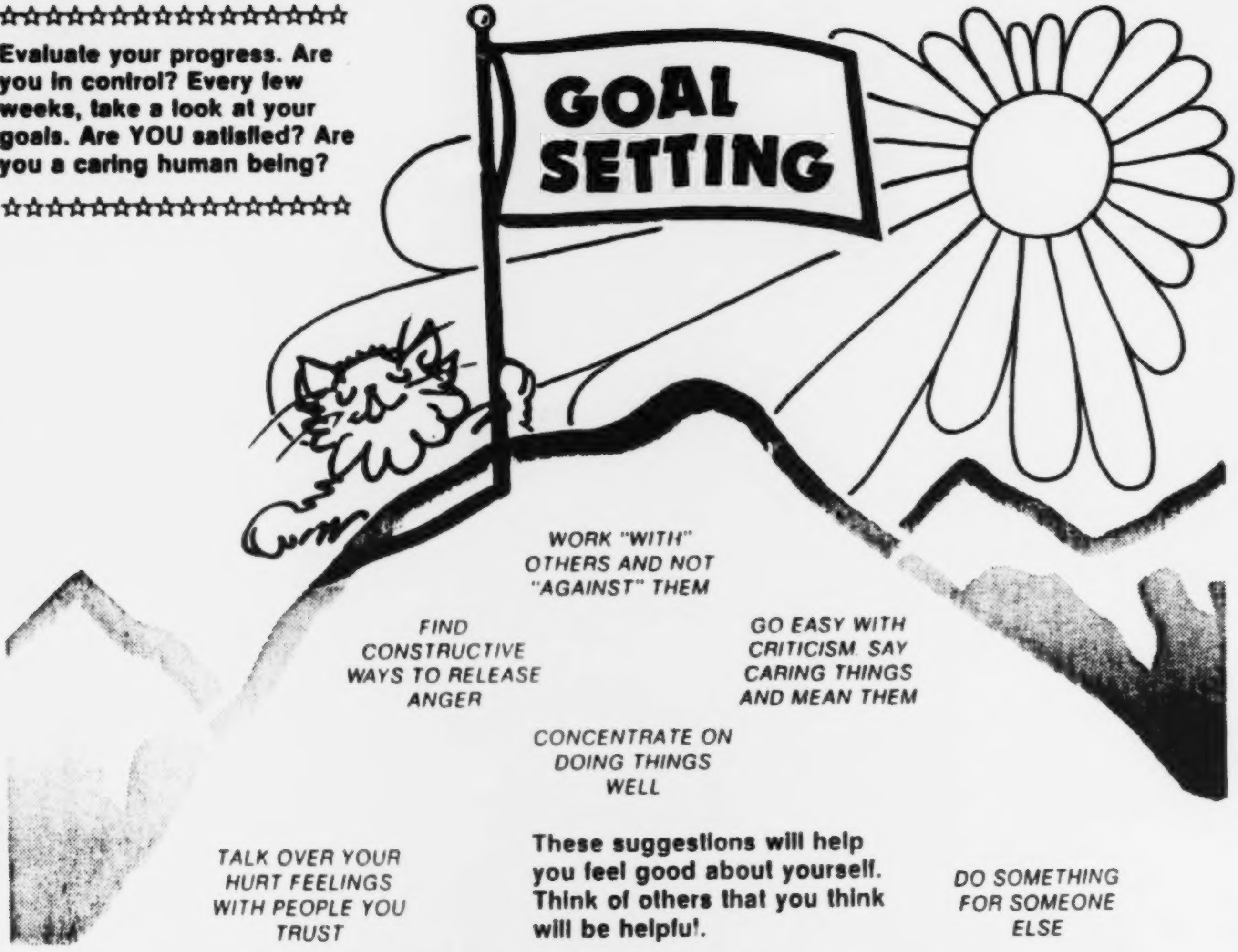
Assignment:

"Take your folders with you and refer to the handouts if you need to be reminded of ways to cope and deal with conflict in your lives. I am interested in your continued progress and hope that you will stop by and tell me how you are doing."

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

Evaluate your progress. Are you in control? Every few weeks, take a look at your goals. Are YOU satisfied? Are you a caring human being?

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆



WORK "WITH" OTHERS AND NOT "AGAINST" THEM

FIND CONSTRUCTIVE WAYS TO RELEASE ANGER

GO EASY WITH CRITICISM. SAY CARING THINGS AND MEAN THEM

CONCENTRATE ON DOING THINGS WELL

TALK OVER YOUR HURT FEELINGS WITH PEOPLE YOU TRUST

These suggestions will help you feel good about yourself. Think of others that you think will be helpful.

DO SOMETHING FOR SOMEONE ELSE

- Which conflict management strategies have you found to be the most effective?

  a)
  b)

- Which strategies have you found the most difficult to use?

  a)
  b)

- What methods have you found to be most effective in handling your anger constructively?

  a)
  b)

- This unit helped me most in the following ways:

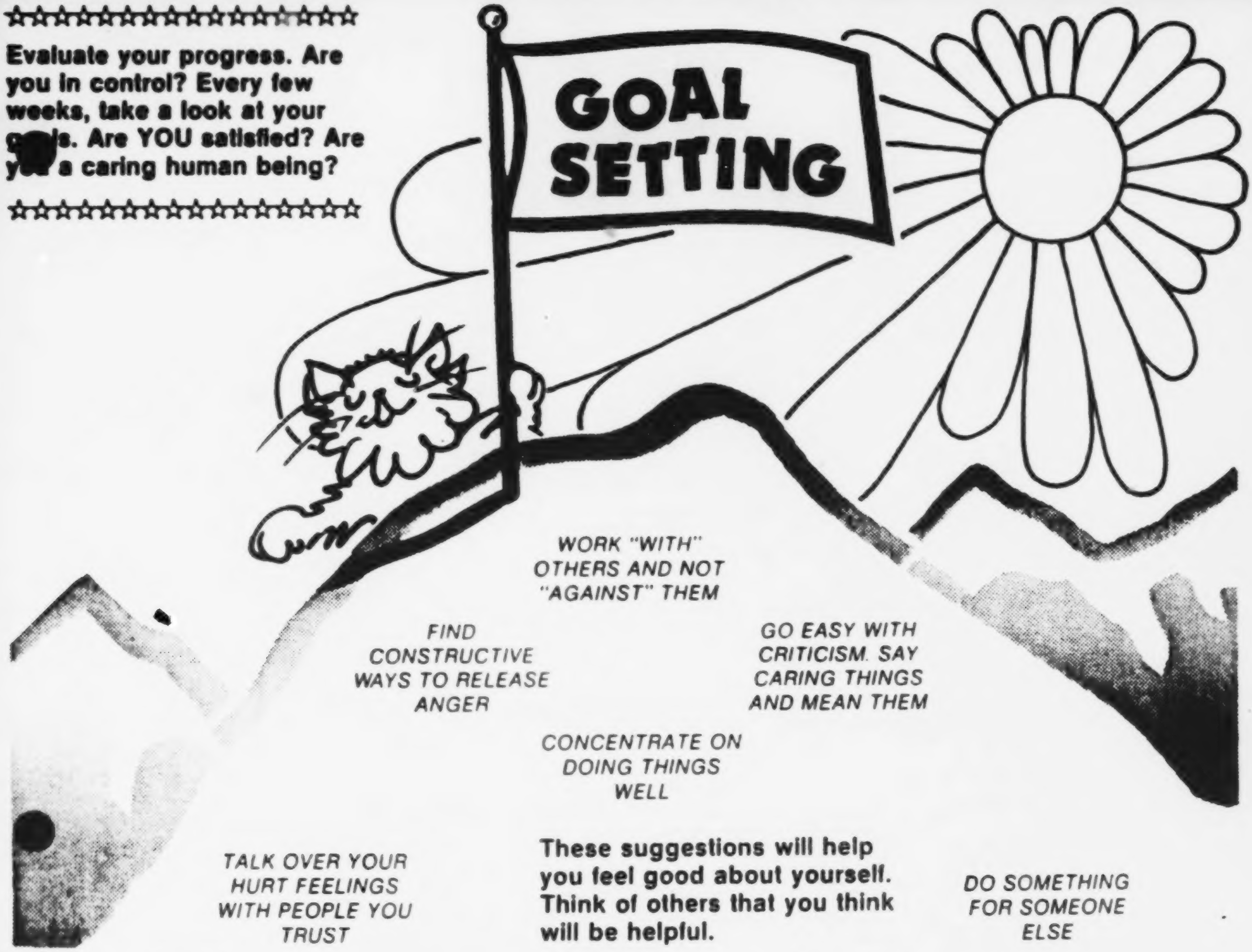
  a)
  b)

Schmidt, Fran and Friedman, Alice, Creative Conflict Solving for Kids, Grace Contrino Abrams Peace Educational Foundation, Inc., Miami, 1985. Used with permission.

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

Evaluate your progress. Are you in control? Every few weeks, take a look at your goals. Are YOU satisfied? Are you a caring human being?

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆


GOAL SETTING
WORK "WITH" OTHERS AND NOT "AGAINST" THEM
FIND CONSTRUCTIVE WAYS TO RELEASE ANGER
GO EASY WITH CRITICISM. SAY CARING THINGS AND MEAN THEM
CONCENTRATE ON DOING THINGS WELL
TALK OVER YOUR HURT FEELINGS WITH PEOPLE YOU TRUST
DO SOMETHING FOR SOMEONE ELSE

These suggestions will help you feel good about yourself. Think of others that you think will be helpful.

- Which conflict management strategies have you found to be the most effective?

  a)
  b)

- Which strategies have you found the most difficult to use?

  a)
  b)

- What methods have you found to be most effective in handling your anger constructively?

  a)
  b)

- This unit helped me most in the following ways:

  a)
  b)

Schmidt, Fran and Friedman, Alice, Creative Conflict Solving for Kids, Grace Contrino Abrams Peace Educational Foundation, Inc., Miami, 1985. Used with permission.

COMMUNICATION

Primary

Unit: Communication - Primary

Session 2: Sharing, Learning, Talking

Purpose:

To acquaint students with an understanding of the need to communicate in a positive manner.

Materials:

Copy of Friendship sheet for each member of the group. Chart paper and pen for positive and negative statements.

Introduction:

Begin by saying, "Today we begin a discussion on better ways to talk and share ideas with each other. It would be very hard and sad to have to live alone and never talk to anyone else or have someone you could call you special person. Often students will tell me that no one likes them and that everyone is being mean to them. Starting today we are going to see if perhaps the way we act can affect the ways people treat us. If we learn to be more positive, if we can learn to tell or show people how we really feel, than maybe they will be more willing to share with us, and our circle of special friends will grow and grow."

Activity:

Pass out a copy of the 'friendship sheet' to each member of the group. Discuss each square making sure they understand what it says and changing any that would not be appropriate for that group. The students can roam around the room finding as many other students that would fit into each of the squares. Encourage the students to get as many different students as possible, although some students can be used more than once. When everyone has completed their sheet, take time to share the different choices that the students used. Discuss how getting to know someone and accepting them is the first step in communication. Check to make sure that the students felt accepted in this activity, and if any had problems try to resolve those before moving on with the next activity.

Discuss with the group that in most situations there is a positive way to say something and a negative way. Have the students give their own examples of times that they have been hurt by a negative comment or helped by a positive approach. (Some examples might be . . . . . You look awful today! You are so dumb! Can't you run faster? You look like a turtle when you run. You are such a pig. Look at that mess! What an ugly dress! Don't you ever take a bath? You smell!). As the students come up with different examples, the counselor should record the response on the chart. When all the students had a chance to participate, there should be time to return to the list and see how to take each comment and say it in a different way, being careful not to hurt the other person's feelings. (Example - Are you feeling okay? You look a bit tired. Can I help you? You seem to be having some trouble. Running is hard for some people. Do you want to try something else? Please clean up, this place doesn't look very nice. I like to use bubble bath, have you ever tried some? I could bring you some of my favorite tomorrow.)

Closure:

"Can you take something you want to say to someone and say it two different ways? Give me an example. Why is it important to learn to say things in a positive manner? What can happen if you always say things in a negative way?"

Summary:

"When you did your friendship sheet, I hope that you discovered many new facts about the people in this group. Getting to know others can be fun. There are two ways to say almost anything we want to tell someone.

We can learn to express ourselves in a very positive way and people will enjoy being with and working around us. Or we can say things in a negative way, hurt others feelings and then we will probably not have many friends and people will not want to work with us. I hope you have seen that by just thinking a bit before you speak, that you can learn to express yourself in a polite kind, considerate manner."

Assignment:

"This coming week, please work on the way you say things to your friends, parents and teachers. See if before you talk, if you can think to yourself, is this a nice way of saying this, or could I say the same thing in a different way and not cause any feelings to be hurt? By our next meeting, I want you to be able to tell me one time that you were going to say something and decided to change it around. Come back and tell us what you ended up saying."

"FRIENDSHIP SHEET"

Material:

Copies of Friendship Sheet.

Procedure:

Have students choose a person for each of the squares.

A student wearing black shoes	A person who always finishes his or her work	Someone who knows the pledge
Someone who follows the school rules	Someone who knows the school rules	A person who likes sports
Someone who rides a bicycle to school	A person who shares	Someone who is good in math
Someone who has six brothers and sisters	Someone who loves animals	Someone who is always smiling and friendly

Unit: Communication - Primary

Session 3: Compliment Box

Purpose:

To give the students some tools to learn to communicate better verbally.

Materials:

Compliment Box - shoe box with the lid taped on. (Cover the box with pictures showing people talking and sharing in a positive way - happy expressions on faces).

Chart of positive and negative ways of saying things from last week.

Introduction:

Begin by saying, "Welcome back, I am so happy that you could come back and share with each other again this week. Remember last week we were talking about the ways we can talk to each other. We said that there were many positive ways of talking and that there were also many negative ways that could hurt someone's feelings. Who can share with the group a time this past week when you were able to change the way you were going to say something, and instead of hurting someone's feelings, you made them happy? The way we talk is a very important part of how well we get along with others. The more we practice saying things in a kind, considerate manner the sooner we learn positive habits. Today we are going to learn some more about appropriate comments and we will have a chance to share this new skill with each other."

Activity:

Begin this session by introducing this group to a game called "Peep-Peep."

One child is chosen to be Mother Hen and leaves the room. The leader of the game selects several children to be chicks by tapping them on the shoulder. Then all children, including the chicks, cover their mouths with their hands. The leader calls Mother Hen into the room. Mother Hen says, "Cluck, Cluck." The chicks reply, "Peep, Peep," without removing their hands from their mouths. Mother Hen listens and taps a child whom she thinks is a chick. If that child is a chick, he removes his hand from his mouth. Mother Hen says, "Cluck, Cluck" again and the chicks reply, "Peep, Peep." After she finds all her chicks, she selects a new Mother Hen.

Discuss with the group why that game was difficult or easy. Make sure the group understands that in order to be successful communicators that they need to not only be positive but also have the correct tone of voice. Make sure they realize that often it is not what we are saying but that if we don't speak up and learn to communicate clearly we are not understood.

Discuss with the group the positive feelings associated with compliments. Discuss the ways both a giver of compliments and the receiver can benefit. To have the students be able to practice some of these skills have them work with the Compliment Box.

Children form a circle (sitting on chairs or floor). One child shakes the "Compliment Box" then passes it to each child who draws out a slip. No one is to tell anyone else whose name he has. After all have been drawn, children are asked to look at and think about the person whose name he holds. He is to think of something nice about that person. After about two minutes, ask who wants to tell out loud the "something nice" about the person he is talking to. Example: "Jimmy, I think you are a good ball player." When all have spoken who wish to, the slips are placed back into the box for another time. If any child cannot read the name on his slip, help him with this by whispering it to him.

Closure:

"What have you learned from today's activities? Can you tell the group how you felt when your name was picked out of the compliment box? How did you feel when you had a chance to say something positive to another member of our group? Was it easy to think of positive comments? Why? Why not? Were you able to hear all the compliments? Do you feel you spoke clearly?"

Summary:

"The way we speak tells a great deal about the kind of person we are. We need to be aware of what we say and also how we say it. If we think before we talk, we can be confident that our message will be understood and accepted."

"We cannot assume that others will understand our message so we have to make it as clear as possible, and then perhaps check with that person to make sure they understood what we were trying to communicate."

Assignment:

"This coming week take the time to think before you speak. As you are talking practice listening to yourself and decide if the words are expressing the feelings you have. Before we get back together next week, I want you to try to verbally tell someone your own age and an adult what you like about them. Check yourself to see if it is easier to talk to the adult or child. See you next week."

Unit: Communication - Primary

Session 4: Non-verbal Communication

Purpose:

To give the students some tools to learn the effects of non-verbal communication.

Materials:

Story - "Clever Hans, A Horse with a Brain that Seemed Practically Human"

Introduction:

Begin by saying, "I hope that you have had a wonderful week, that you have been able to share some of your feelings with others. Who would like share with the group their personal experience talking with an adult? With a peer? What did you learn from this experience? The things that come out of our mouths can either help us to make friends or can be a big block in our ability to gain friendships. Another part of learning to communicate is not what we say but how we say it. This is called non-verbal communication. Can anyone give me an example? (saying things in a mean tone of voice, talking but not looking at the other person, making fun of the person with the tone of voice). Today we are going to see how the way we look and the things we do with our bodies is yet another way of communication.

Activity:

Read the story, 'Clever Hans, A Horse with a Brain that Seemed Practically Human' to the group. Discuss what the story is trying to tell the group. Make sure the group understands the concept of non-verbal communication.

Play 'Charades' with the group. Make sure they see how their body language can express and communicate without ever using their voices. If time permits, you can follow charades with having the children do this next activity.

Have the children pantomine how they walk when they are on the way to school, when they are in a hurry, when they are tired, when they are happy, when they go up the stairs, when they take their dog for a walk, etc.

Ask the group to pantomine the following: kicking a football, jumping over a puddle of water, walking on a curb, plunging their feet into a puddle of water, putting on boots, running barefoot along a hot sidewalk, pedaling a bicycle, stepping in and out of a ditch and taking off shoes without using the hands. Invite individuals to pantomine other situations that require use of the feet for the class to guess the actions.

Objects in these pantomine are imaginary. Encourage the children to try to create each pantomine so that a person would think the object was really present. Lean against a wall. Sit on a park bench. Shake a friends hand. Walk with a cane. Throw a ball against a wall and catch it. Unwrap a candy bar and eat it. Open a door, step outside and close the door.

Closure:

"What have you learned today about your own body and its' ability to speak without words? How can your voice tell a person one thing and your body tell them something else? Give an example. (you tell the person you care what they are saying, but you look out the window when they are talking)."

Summary:

"What we say and how we say it gives the entire picture of communication. We need to be aware of not only what we say but also how we look when we say it. Today we had fun playing some games and listening to a story. I hope you understand how watching someone's body language is going to tell you just as much about them and how they feel, as what comes out of their mouths."

Assignments:

"This coming week you need to watch very closely the people you talk with. See if you find somebody that is telling you one thing but looks like they are trying to tell you something else. Practice talking in front of a mirror. Watch your eyes, hands and face. Are they telling the story you want to be told. By next week I want you to be able to give the group at least one example of how you communicated with your body and mouth together to send one message to the person."

HERE'S A DISCUSSION-STORY ABOUT CLEVER HANS, A HORSE WITH A BRAIN THAT SEEMED PRACTICALLY HUMAN

Once upon a time, a German businessman named Herr von Osten had a horse named Hans who was very smart. Herr von Osten decided Hans was such a clever horse that he began to teach him tricks, and the next thing you know, Hans could do all sorts of things. He could add numbers and give the right answer by pawing the ground with his hoof. He learned to do very difficult multiplication and division, and could even spell. The businessman had worked out a code so that Hans tapped the ground once for an A, twice for a B and so on. Pretty soon, everybody heard about Clever Hans. People from all over came to see him do his tricks.

Some very wise university professors heard about Clever Hans, too. They became very excited, because it sounded as if Hans were as smart as a human being. In fact, it sounded as if he could really think the way we do. Nobody had ever seen this before, and it really upset a lot of very wise theories about the difference between human beings and animals.

(You can go into what the difference is now, or later, or before this lesson. Watch out for the only-humans-talk pitfall. There are parrots, after all. So what is speech? If you go into the definition in terms of getting the message across, there are still dolphins and assorted bird calls and animal warning sounds. It is hard to nail down a proper definition. The children might learn more about it if you help them sort it out for themselves. You might use the end result - written speech - as the clincher. I suspect they often learn more if it is left up in the air.) (Principle of the unfinished in learning theory, etc.)

After a while, all kinds of people came to see Hans. They all had a crack at trying to find out if it were all a trick, and all tried to find out if they could mix Clever Hans up. But everyone went away astonished and convinced that Clever Hans was really as intelligent as humans. They were convinced that Hans' trainer wasn't cheating - they sent him out of the room and tried asking Hans questions themselves; but he was clever every time.

Then a new professor named Professor Okar Pfungst came. Something about Hans kept bothering him. So, Professor Pfungst tried something different. He had everybody go out of the room. He stood behind a screen. He began asking Clever Hans some questions. "How much is 14 and 32?" Hans started pawing, but when he should have stopped at 46, he just kept pawing and pawing. He didn't stop. Clever Hans didn't seem to know when to stop.

Can you guess what was the matter with Hans?

(They may well get it right off. If not, bring out the following either in your words or read this.)

Hans hadn't become stupid. He really hadn't forgotten anything either. The Professor figured out that Clever Hans really was very clever. He was clever at noticing what people did. You know, when you know the right answer, and somebody is guessing, you might show by a sign -- your voice, your face or the way you hold your hands -- whether they gave you the right answer. Have you ever tried games?

(If you have done a lesson on learning and conditioning methods, you can refer to the time they tried to teach their partner what they wanted him to do.)

I'll bet you can guess right sometimes from the way your partner acts. So, when Clever Hans started tapping the answer, he tapped until his trainer looked pleased or something, and then he stopped. He got his carrot or hay or whatever, so Hans was pleased too. But this time, because of the screen, he couldn't see the professor.....

Psychologists call this non-verbal communication -- that is, telling somebody something without talking. Talking is verbal communication. With the non-verbal kind, you use your body, but not your voice. Can you think of some times when people use non-verbal ways of talking?

Unit: Communication - Primary

Session 5: Listening to others

Purpose:

Students need to know how to listen to be ready to communicate well.

Materials:

"Horse, Cowboys, Indians, Bell, Sun" Story

Introduction:

Begin by saying, "We have been spending the last few weeks talking about communicating in both verbal and non-verbal ways. We decided that the two go hand in hand, and that sometimes we can send out a mixed message if we say one thing with our mouths and something else with our bodies. Can someone please volunteer to tell us how they were able last week to communicate both verbally and non-verbally? Can someone tell us a positive change they see happening for them since we have begun this group? Is it harder or easier to communicate now? Why? Why not? How have your relationships been the past few weeks with people at school? People at home? Today we will see how listening to others is another form of communication. We can't always be the one talking. That is not fair. To be a good friend you must give others a chance to talk. We will look at our listening styles and maybe learn some ways to improve on these skills."

Activity:

Assign each student a character /object in the story. The characters are: horse, cowboys, Indians, bell, sun. Each person needs to decide what action they feel represents his character and have that person do the motion. Stress that everyone needs to listen to the story so that they will know when it is their turn to move. Discuss important elements of effective listening (eyes on the speaker, body still, mind on what's being said, etc.) Read the story and have each person do their assigned activity. Watch for and process any problems. Reread the story at a slightly faster pace to get them to listen even more closely. Review the story and what they learned about listening.

Get the group back into the small group and introduce the game of 'Phone.' One person decides what the message will be and passes it on to the next person whispering into that person's ear. They then whisper into the next person's ear the message they heard. This continues until everyone has had a turn to listen and talk. At the end the message will probably not be exactly like the message that the leader started with. Discuss the reasons why the message got confused. Allow students a chance to share times when they told somebody something and it came back to them all mixed up . . . perhaps even with someone's feelings getting hurt.

Closure:

"Listening is often difficult. Why? When is it the hardest for you? When is it the easiest? Why?"

Summary:

"We have seen today that learning to listen and really hear the other person can be a difficult task. In order to learn to communicate, you need to learn to listen. Often we jump in thinking we know what the other person is trying to tell us, and we make mistakes. Taking the time to listen causes others to enjoy talking to you because they know you really care about them."

Assignment:

"Listen, Listen, Listen! That is your assignment this week. But just don't listen. Try to hear how the other person is feeling and why they are taking the time to tell you this information? What can you do with this new knowledge? Next week come to our group ready to tell us one example of how you really heard someone, and maybe their reaction to your listening with your entire body and mind. Remember next week is our last session. The time has gone fast and I hope you are feeling like you are communicating better each and every week."

Groups: Horse, Cowboys, Indians, Bell, Sun

Early one morning before the sun came up, I got out of bed and got dressed. I ate breakfast and got ready for school. As I opened the door to leave, I noticed the sun was just coming up. I went outside and got on my horse. We started riding down the road with plenty of time before the bell rang.

Suddenly, from out of nowhere, a group of cowboys galloped by. They were riding fast like they were after someone. I looked up and the sun was climbing in the sky. So far the school bell had not rung. The cowboys stopped and turned around and came galloping back to me. Just before they got to me, a bunch of Indians jumped out from behind a rock. My horse was scared because we were trapped in the middle.

The first school bell rang and I was afraid I would be late for school. By now the sun was very hot and my horse was panting. The cowboys and Indians started running towards each other and just as they got to me and my horse, the cowboys and Indians all disappeared as the last bell rang and the sun shone down.

I rode on to school on my horse, apologized to the teacher for coming in after the bell had rung, sat in my seat, looked out the window and dreamed about cowboys and Indians under the hot sun.

Alachua County Public Schools Developmental Guidance Plan, Dr. Wiley Dixon, Supervisor of Guidance, Alachua County, Florida. Used with permission.

Unit: Communication - Primary

Session 6: Communicating, Understanding and Friendship

Purpose:

Students will demonstrate an understanding of how their ability to communicate affects their ability to have friends and be liked.

Materials:

Large sheets of drawing paper, crayons, tape recorder and tapes of rock music and classical music.

Introduction:

Begin by saying, "We have been talking about our own style of communication. To be able to communicate well you need to be able to combine what you say (your verbal communication) with how you look (your non-verbal communication). You need to allow others to talk because listening is a big part of communication. Today we are going to combine all three parts of communication and see how they can work together. Last week I told you to listen and listen some more. How many had a positive week? Great. Could someone please share with the group a time they really tried to listen and hear what happened? Let's work on listening very closely today, not just to me, but also to each other."

Activity:

Have the group stand and hold hands, or stand very close to each other. Have one member of the group stand outside the tightly grouped circle and try to force his way into the circle. Have the person do it both verbally and non-verbally. After several have tried, discuss how it felt to be on the outside and which method worked better. The group can discuss different situations where one approach to communication may work better than another approach.

Give each student a sheet of paper. Have them divide the paper in half. Tell them they are going to listen to some music and they can draw whatever they feel the music is communicating to them. First play some classical music and then some rock music. Discuss how even music can communicate a message to people. Discuss which they think communicated a positive attitude, and which might communicate a negative attitude.

Closure:

"What kind of feelings did you have when the group would not let you in? What kind of feelings did you have when you refused to let someone else in the group? How does the way a person talks to you effect you? How does someone's non-verbal language talk to you? Can music have a good influence on you? How? What happened when you were listening to the music? What kind of pictures and colors were you using?"

Summary:

"The way we treat others is the way we will be treated. If you want people to be kind to you, then that is what you need to do for others. Learning to communicate with others will give you the tools to let someone know when you are happy, sad, mad, upset. If you can let them know this in a positive manner, they will be more willing to accept your point of view.

Assignment:

"Think before you speak. Think about the other person. Learn to listen and really hear what someone is trying to tell you. Continue working on this and please come back and share your progress with me."

COMMUNICATION

Intermediate

Unit: Communication - Intermediate

Session 2: Becoming a Careful Listener

Purpose:

Students will learn about four things a listener can do to improve their communication skills.

Materials:

Packet of handouts stapled together including: pleasant and unpleasant feeling word list, "Feeling Faces" worksheet, (2.1 and 2.3), "Key Words and Feelings" activity.

Chart: Four Things That Careful Listeners Can Do.

Introduction:

Begin by saying: "The purpose of our group is to learn how to communicate better with others. During this first lesson we will learn about four things that careful listeners can do. Have you ever heard someone say: 'Pay attention now.' 'Who heard what David said.' 'Everyone is talking at the same time - take turns and the rest can listen.' Listening is one of the most important parts of learning to communicate."

Activity:

Show the students the chart of the "Four Things That Careful Listeners Do." Discuss each of the ideas listed and include the following points:

1) Look at the person who is talking. Look directly at the person who is talking and notice their facial expression. By doing this you show that they are important to you and that you want to hear what they have to say. (Do the "Feeling Faces" activity 2.1 to help the students see what others are feeling).

2) Pay attention to the person's words. Hold back your own ideas and focus on what the person is saying. Give them time to tell what is on their minds and let them be the center of attention. (Do the "Key Words and Feelings" activity 2.2 to help students to listen to the main idea).

3) Be aware of the person's feelings. Listen not only for the person's ideas but for their feelings. Identify the feelings. Some are pleasant and some unpleasant. Do the "Feeling Faces" 2.3 activity to help the students differentiate between pleasant and unpleasant feelings. Give each student a copy of the pleasant and unpleasant feeling word list for this activity.

4) Say something that shows you are listening. Tell the person what you have heard. Encourage the person to talk and think about more things.

Closure:

"Will someone review the four things that careful listeners do? Which ones do you think that you need to work on? Why is it difficult to be a good listener?"

Summary:

"Good listening skills will help you communicate better with others."

Assignment:

"Try to listen carefully to others and notice how they react to you? Think about whether this helps you communicate and get along better with others?"

Myrick, Robert, ph.D., and Bowman, Robert, Ph.D., Becoming a Friendly Helper: A Handbook for Student Facilitators, Educational Media Corporation, Minneapolis, MN. 1981. Used with permission.

Table 1

Pleasant and Unpleasant Feeling Words

Pleasant

Accepted
Amused
Calm
Certain
Challenged
Cheerful
Comfortable
Confident
Contented
Cozy
Delightful
Eager
Enjoyment
Enthused
Excited
Fabulous
Fascinated
Free
Friendly
Grateful
Happy
Hopeful
Important
Included
Interested
Involved
Joyful
Liked
Loved
Neat
Needed
Peaceful
Pleased
Powerful
Proud
Refreshed
Relaxed
Relieved
Safe
Satisfied
Secure
Settled
Strong
Super
Sure
Touched
Trusted
Unburdened
Warm

Unpleasant

Afraid
Aggravated
Alone
Angry
Annoyed
Ashamed
Bitter
Bored
Cheated
Confused
Depressed
Desperate
Disappointed
Discouraged
Disgusted
Distant
Disturbed
Down
Embarrassed
Exhausted
Frightened
Frustrated
Furious
Helpless
Hopeless
Hurt
Left-out
Lonely
Mad
Miserable
Mixed-up
Nervous
Put-down
Rejected
Restless
Sad
Scared
Shocked
Shy
Startled
Tearful
Teased
Tense
Terrified
Tired
Worried
Worthless

FEELING FACES - Part 1

Activity 2.1

Look at the pictures of these boys and girls. What kinds of feelings do you think they are having? Under each picture are three feeling words that tell what the person might be feeling. Circle the one that you think *best* fits the picture. Put an "X" by the one that *least* fits the picture.

A.

______ 1. Excited

______ 2. Sad

______ 3. Relaxed

B.

______ 1. Shocked

______ 2. Joyful

______ 3. Bored

Activity 2.1

C.

_____ 1. Cheerful

_____ 2. Unsure

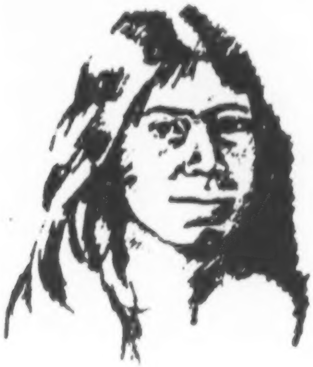
_____ 3. Angry

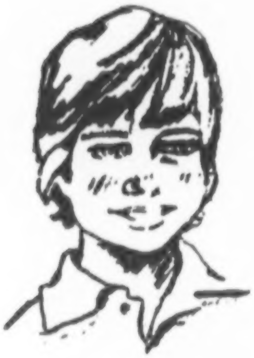
D.

_____ 1. Fascinated

_____ 2. Frustrated

_____ 3. Afraid





E.

_____ 1. Terrified

_____ 2. Nervous

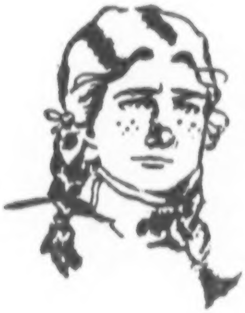
_____ 3. Calm

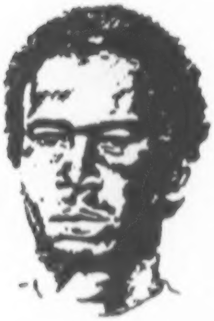
F.

_____ 1. Confused

_____ 2. Angry

_____ 3. Grateful





KEY WORDS AND FEELINGS

Activity 2.2

There is more to listening than looking at a person and remembering what was said, that is a beginning. This activity can assist you to hear thoughts and feelings better.

Case No. 1 - Danny - "You know, the other day in art, Jim got me in trouble with the teacher. He said that I didn't clean up and that I was the one who left the brushes on the table. I was so mad at him. It was all I could do to keep from hitting him."

Which of the following *best* tells about the key idea Danny said? Underline it.

1. You made the teacher mad at you.
2. You left the paint brush out.
3. You didn't clean up.
4. You think that the teacher likes him best.
5. You don't like what Jim did.

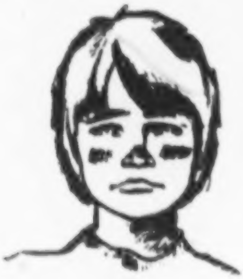
Which of the following *best* tells what Danny might be *feeling* as he was telling his story. Underline it.

1. Excited
2. Happy
3. Angry
4. Scared
5. Lonely

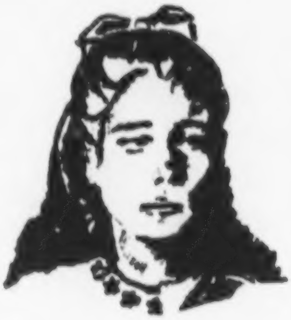
FEELING FACES - Part II

Activity 2.3

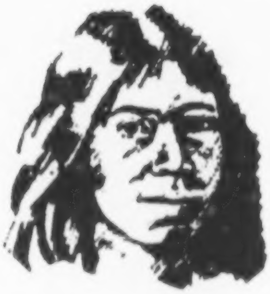
Look at the pictures below. How many of the faces show pleasant feelings and how many show unpleasant feelings? Beside each of the feeling words under the pictures, put a "P" for pleasant feelings and a "U" for unpleasant feelings.



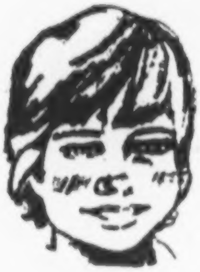
A. ________



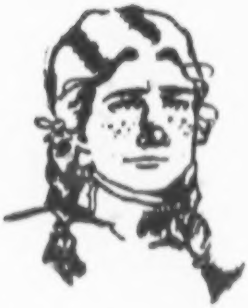
B. ________



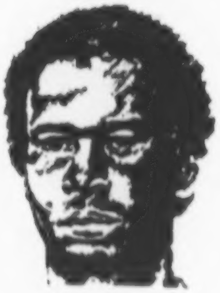
C. ________



D. ________



E. ________



F. ________

Myrick, Robert, Ph.D. and Bowman, Robert, Ph.D., Becoming a Friendly Helper: A Handbook for Student Facilitators, Educational Media Corporation, Minneapolis, MN., 1981. Used with permission.

Unit: Communication - Intermediate

Session 3: Listening Practice

Purpose:

Students will practice good listening skills.

Materials:

Chart: "Four Things Careful Listeners Can Do," pencils, list of pleasant and unpleasant feelings, blank paper.

Introduction:

Begin by saying: "Last week we learned about the four things that careful listeners can do. Look at the chart. Let's read over them again. (Allow student volunteers to read and explain each of the four points). It takes a lot of practice to be a good listener. Give me an example of a time that you used good listening skills this past week. Today we will practice some of these listening skills. It is especially important to be aware of your own feelings and the feelings of others."

Activity:

Tell the students to remember the four things that careful listeners do. Remind them to also refer to the pleasant and unpleasant feeling wordlist. Ask someone to volunteer to tell something that happened at home or at school. The person to his or her right makes a response that lets the speaker know that the listener is aware of the speaker. Students reverse roles and the speaker will become the listener. Encourage the rest of the group to listen for the feeling words. Go around in the circle until everyone has had a turn to speak. Examples are: "You seem very upset that your mom spanked you when you were late for supper; I can tell that you are excited about he field trip to St. Augustine with your class."

Read the following story about Claudette:

Claudette: That Janice is mean. She's a bad one. She's always trying to get my friends away from me. Like today, there she is telling lies about me - like I told stories about Wendy and Camilla being stuck-up, and things like that. . . . Well, it just isn't true! why does Janice do things like that? I didn't ever do anything to her. I just hate her and hope that she get what's coming to her one of these days!

Discuss whether they heard pleasant or unpleasant feelings, or both and some words that might tell what Claudette was feeling.

Pass out a blank sheet of paper to each person. Tell them to think of a response that tells what Claudette felt. Ask them to underline the feeling word. Ask each member of the group to read their response and point out the feeling word.

Closure:

"Which good listening skills did you feel you had difficulty practicing? Why was it difficult? Why is it hard to be aware of the feelings that go along with the person's words? What are some pleasant feeling words? Unpleasant feeling words?"

Summary:

"The ability to become a good listener and to respond to feelings takes a lot of practice. You might find it difficult at first, but with practice, it will get easier, and you will communicate better with people."

Assignment:

"In your contacts with people in the next week at home and at school use a response that shows you know how they feel. Also remember the other good listening skills."

Myrick, Robert, Ph.D., and Bowman, Robert, Ph.D., Becoming a Friendly Helper: A Handbook for Student Facilitators, Educational Media Corporation, Minneapolis, MN., 1981. Used with permission.

Unit: Communication - Intermediate

Session 4: Personality and Communication

Purpose:

To help the students to evaluate their personality and how it affects their communication with others.

Materials:

"Personality Effectiveness Checklist," pencils.

Introduction:

Begin by saying: "Personality is the way you talk, move, think, feel, and act. People develop impressions of you by the way you do these things. Some people have strong personalities and some have weak personalities. Your personality can certainly affect your ability to communicate with others. What kind of personality do you have? Describe how it is different at home? With friends? In school? How do others react to your personality? What does your family think about you? Your best friend? Today we will learn more about how our personalities affect our ability to communicate with others."

Activity:

Distribute the "Personality Effectiveness Checklist." Read and discuss each point orally on the checklists in order to help the students learn about appropriate behaviors.

Go through the following practice experiences to help the students better understand how their personality can affect their communication with others. Divide the group into pairs to practice. After one person does the practice experience, the partners should switch roles.

1) The Way You Talk: Students will think of a name for themselves using an adjective that starts with the first letter of their name, i.e. Beautiful Betty. They take turns introducing themselves to each other very enthusiastically.
2) The Way You Move: Students describe to their partner a physical activity or sport using no gestures. They are to stand like a statue. Also they can try it with gestures and notice the difference.
3) The Way You Think: Ask your partner the following "Broken Record" questions: Who are you? What do you know? What stops you? What confuses you? What do you understand real well? What do you like about being in _____ grade?
4) The Way You Act: Tell the students to describe to their partner a person who is their "Home Court Person," someone who really believes in them and cares about their success. While the student is describing this person the partner should use eye contact and touch the person to show their emotional involvement and sincere interest.

Closure:

"Let's review the practice experiences: How did you feel when your partner used little expression in introducing themselves? Why was it difficult to understand how to do the physical activity or sport when the person used no gestures? How did you feel when the person only asked you what question? When you described you 'Home Court Person' how did you respond to the listener's sincere interest?"

Summary:

"Your personality, the way you talk, move, think, feel and act, certainly does affect your ability to communicate with others."

Assignment:

"During this next week I would like for you to write a poem or a paragraph about a feeling and how you behave when the feeling occurs. Remember the way you feel and show how these feelings also affect your personality and your ability to communicate. Bring your poem or paragraph back next week to share with our group."

PERSONALITY EFFECTIVENESS CHECKLIST

Put a check by those qualities of a person who has a good personality:

The Way You Talk

________ 1. You make eye contact.

________ 2. You use poor posture.

________ 3. You use a weak voice.

________ 4. You mumble your words.

________ 5. You use gestures.

________ 6. You use energy or enthusiasm.

The Way You Move

________ 1. You sit, stand, and walk straight.

________ 2. You do not hold your head up.

________ 3. You control your body.

The Way You Think

________ 1. You do not speak directly to people.

________ 2. You answer questions and make decisions.

________ 3. You state your opinions or ideas clearly.

________ 4. You do not know what is going on.

The Way You Feel

________ 1. You feel gloomy.

________ 2. You feel competent or sure of yourself.

________ 3. You do not say how you feel.

________ 4. You feel together or good about yourself.

The Way You Act

________ 1. You make no physical contact or negative physical contact.

________ 2. You make positive emotional contact and show personal interest.

Hart, John, "Personality Fitness Training for Youth," Institute for the Study of Personal Intelligence, Los Angeles, California (Distributed at AACD Convention, Boston, 1989). Used with permission.

Unit: Communication - Intermediate

Session 5: Beware of Labels

Purpose:

Students will learn to recognize that labels people use certainly affect their feelings and communication with others.

Materials:

A label for each student (label set 1 and 2).

Introduction:

Begin by saying: "Today we will hear about a feeling that you have? Did any of you have any difficulty writing your poems or paragraphs. Did you write about a pleasant or an unpleasant feeling? Will some of you share your poems or paragraphs with us?"

"Because people put labels on each other, this affects their ability to communicate with each other. How would you respond to a person who thought you were an important person? A stupid person?"

Activity:

Discuss and explain the labels that will be placed on the student's back. Cut apart the labels. Tape a label on each student's back so he/she doesn't know the label he/she is wearing. Ask the students to walk around and talk with as many students as possible and respond to the labels, not people. After 5 - 7 minutes, stop the process. Tell them to see if they can guess the label on their back by the way the person communicated with them.

Repeat the above activity using the second set of labels.

Closure:

"How did you feel when the person treated you the way you were labeled? How was this experience for you? What does this activity tell us about labels that we put on people? Were you able to guess your labels?"

Summary:

"You did a beautiful job of writing about your feelings. It is so important to allow yourselves to feel and be able to say how you feel."

"The labels that we put on people certainly do affect how we react to and communicate with people."

Assignment:

"Try to be aware of the labels that people put on each other. Notice how this affects people's feelings and how they communicate with others. Try to be sensitive to people with negative labels. For example, someone who has a helpless or loser label."

"LABELS," SET 1

COMEDIAN:	laugh at my idea.
EXPERT:	seek my advice.
IMPORTANT PERSON:	defer to me.
STUPID:	treat me like I was a dummy.
LONER:	ignore my ideas.
OUTSIDER:	treat me with distrust.
HELPLESS:	give me positive support.
LOSER:	pity me.
STUTTERER:	what I say doesn't make sense.
OVER-EMOTIONAL:	comfort me.

"LABELS," SET 2

Listen to me and get me to talk.

Tell me I'm O.K.

Ask me about myself.

Yell at me.

Put me down.

Ignore me.

Look at my shoes as you talk to me.

Tell me I'm not O.K.

Talk at me when I'm talking.

Speak softly to me.

Don't let me say anything/you talk.

Back away as you talk.

Walk away in the middle of my talking.

Look into my eyes as I talk.

Help me.

Pity me.

Support me.

Reinforce me.

Stay away from me.

Treat, Carol Lou, Bormaster, Jeff, TLC: Talking, Listening, Communicating, 1978. Used with permission.

Unit: Communication - Intermediate

Session 6: Empathetic Assertion

Purpose:

Students will learn to express their needs and feelings and demonstrate their an understanding of other people's feelings.

Materials:

Ditto sheet: "Empathetic Assertion," pencils, pleasant and unpleasant feelings wordlist.

Introduction:

Begin by saying: "Have you ever gotten mad at your parents because they wouldn't let you go somewhere with your friends? Have you been mad at a friend and hit them or said something mean to them? Today we will learn about ways of telling people about how we feel without hurting them."

Activity:

Distribute the "Empathetic Assertion" worksheet. Tell the students to complete the "I feel ______________" sentences at the top of the worksheet. (They may refer to the pleasant and unpleasant feeling wordlist from session 2).

Go through the three steps of empathetic assertion with the students. At the bottom of the worksheet ask them to complete the statements. They may refer to the feeling words listed at the top of the worksheet or to the feelings wordlist.

If time permits, allow the students to practice their empathetic assertiveness skills by role playing. Use the exercise at the bottom of the worksheet as a model.

Closure:

"How is being assertive different from a usual response that someone might make? What is the word that each sentence begins with? That's right, it's I. Remember to use "I statements, and the person will not feel so defensive. Will someone review the three steps that we learned?"

Summary:

"This is our last meeting. I really believe that you have learned a lot about good communication. You have learned how to be a good listener, how your personality affects your communication, how the labels we put on people can affect communication, and today you have learned to be assertive. Please do try to continue practicing these skills at home and at school."

EMPATHETIC ASSERTION

Finish as many of these sentences as you can:

I feel angry when my mother ______________________________

I feel angry when my father ______________________________

I feel sad when my mother ______________________________

I feel sad when my father ______________________________

I feel embarrassed when my mother ______________________________

I feel embarrassed when my father ______________________________

I feel happy when my ______________ says/does ______________________

How can we tell people how we feel without hurting them or making them angry? Let's try some empathetic assertion.

1. Show the person you understand how they feel.
2. Tell them how you feel.
3. Tell them what they do that helps you have that feeling.

Example: Mom, I know you are angry at Dad, but it makes me feel sad when you say
1 2
I am selfish just like him.
3

Dad, I know you are very busy, but I feel angry when you come late to see me.
1 2 3

Now you try it:

1) ______________, I think you are ______________, but I feel ______________
name 1 2
when you ______________________.
3

2) ______________, I think you are ______________, but I feel ______________
name 1 2
when you ______________________.
3

3) ______________, I think you are ______________, but I feel ______________
name 1 2
when you ______________________.
3

Hammond, Janice M., Ph.D., Group Counseling for Children of Divorce. Cranbook Publishing Company, Ann Arbor, Michigan, 1981. Used with permission.

FRIENDSHIP/PEER RELATIONSHIPS

Primary Unit

SWEET SUGGESTIONS

This idea can be used as an assignment at the end of each group session. The idea are cut apart with one suggestion stapled to a piece of sugar free candy. The candies are placed in a container for students to draw from. For younger students, the counselor, teacher or parent could read the suggestions for them.

Ideas for Sweet Suggestions:

1. Make a positive statement to your teacher.
2. Make a positive statement to your friend.
3. Share a book with someone.
4. Talk about a cartoon or T.V. show you have seen with someone.
5. Shake someone's hand.
6. Wave to someone.
7. Give someone a pat on the back for doing something good.
8. Share with someone something you are proud about.
9. Sharpen someone's pencil for them.
10. Open a door for someone.
11. Smile at someone.
12. Really listen to someone.
13. Say "Good morning" to someone.
14. Tell someone 3 things you like to eat.
15. Ask someone what they like to do.
16. Offer to play a game with someone.
17. Tell a joke or riddle to someone.
18. Ask someone what they like to do after school.
19. Help a friend.
20. Sing a song with someone.
21. Tell someone "Thank You" for something they do.

*The counselor or group may have ideas they would like to add to the "Sweet Suggestions."

Unit: Friendship/Peer Relationships - Primary

Session 2: Friendship Bag

Purpose:

Students will be able to identify qualities of friendship.

Materials:

Brown lunch bag.

Introduction:

Begin by saying: "Friendship is a big topic. What is a friend to you? A good definition of a friend might be a person who knows another well, cares about them, likes them and wants to help them. Friendship is when the caring is shared by two persons. You are the friend that someone else needs. In this group we're going to have fun practicing friendship skills."

Activity:

Explain to the students that you have a magic bag. Have students suggest words which describe qualities of friendship (ex. trustworthy, honest, nice, funny, good listener, etc). As the child states a quality, have them toss the word into the magic bag. (Holding a paperbag with thumb and middle finger on edge closest to your body, snap the bag to make the noise of something being caught.) After illiciting several responses, have the children reach in the bag and retrieve a word. Lead a discussion of why these qualities are important in a friend.

Closure:

"What is a friend? What were some of the qualities of friendship that we mentioned that are important to you? Do you have any of these qualities that will make you a good friend? Did you enjoy the activity?"

Summary:

"Everyone needs friends. Everyone can learn to be a friend whether it's with someone older, younger or the same age as you. We've talked today about some of the qualities that we can develop to become a friend."

Assignment:

"Each week as you leave, you will draw a "Sweet Suggestion" to take with you to try with a friend." ENJOY!"

Unit: Friendship/Peer Relationships - Primary

Session 3: Friendship Squeeze

Purpose:

Students will be able to respond positively to members in the group.

Materials:

None

Introduction:

Begin by saying, "Last session each of you drew a sweet suggestion. How many of you tried it? What did you think? Friendship begins with believing that other people are important. Everyone in this group is special and plays an important part in friendship. We're going to form a friendship circle today to pass along a "Friendship Squeeze."

Activity:

Explain that the "Friendship Squeeze" will be passed around from one person to the next until it comes back to the originator. Ask the children what kind of a physical squeeze shows friendship i.e. firm, but gentle. Tell them to be silent and watch to see where the squeeze is, and applaud when the originator says, "I got it!" Next begin going center-clockwise. This time think of a positive message to say aloud. (e.g. "I am glad to be here, we are all important.", "You listen to me.", "You tell me the truth.", "I like to play with you.")

Options: The children shut their eyes while sending around the squeeze silently.

Two children sit outside the circle while the squeeze is being passed; afterwards they tell their feelings about being outside.

Children could choose to represent family roles; think of different messages the family members would send in a "caring squeeze."

Closure;

"What does a friendship circle mean to you? How was everyone in the circle important? How did you feel when your hand was being squeezed? How did our body movements help us to feel like we belonged to the circle? (e.g. hand squeeze, eyes watching, bodies facing into the circle.) How does our body language help us to make friends? How did our words add to the feeling of belonging to the group? How does a friendship circle remind us of making others feel important?"

Summary:

"In learning to make friends, our body language and words help to let someone else know they are important."

Assignment:

"Select your "Sweet Suggestion" to try with someone this week."

Renard, Sue, Sockol, Kay, Creative Drama: Enhancing Self Concepts and Learning, Educational Media Corporation, Minneapolis, MN. 1987. Used with permission.

Unit: Friendship/Peer Relationships - Primary

Session 4: Smile Power

Purpose:

Students will develop an understanding of interdependence with others.

Materials:

A posterboard picture of a large smiling sun.

Introduction:

Begin by saying: "Does anyone have an experience they would like to share about their "Sweet Suggestions?" In building friendships, we soon learn that people treat us in the way that we treat them. If we treat them with courtesy, other people are more likely to be nice to us. If we are generous with others, others will be more giving and sharing with us. Friendships don't keep going by themselves. It takes some effort and attention. There is some risk in making friends because we can't be guaranteed that others will choose to be our friend. You may have experienced wanting to be someone's friend and they didn't want to be your friend. And that hurts! But most of the time others respond to our being friendly. The reward of friendship is worth the risk. We're going to act out how friendship is worth the risk. We're going to act out how friendship can grow and blossom between two people just like sun helps plants to grow and blossom."

Activity:

The children sit on the floor in a circle. Tell them that the "Sun" is a designated student who will give "smile power" (this student holds the sun) which will help them grow as plants of their own choice. Direct the "sun" to touch a child on the head to direct sun rays to the child. The "seed" responds according to the amount of "smile power" given. A plant may grow profusely or slowly. If the sun frowns, skies are cloudy and growth is slowed. All of the children have an opportunity to respond.

Options: The sun may give growing power by giving compliments.

Cloudy weather may wither plant growth by negative remarks.

Closure:

"How did the sun help the plants? How did you feel at different states of your growth? What kind of plant were you? Which phrases spoken to you made you grow the tallest and straightest? How is the growth of the plant similar to the growth of a friendship?"

Summary:

"Just as plants must have proper care to be healthy, friendships need thoughtful acts and behaviors to grow."

Assignment:

Continue with "Sweet Suggestions."

Renard, Sue, Sockol, Kay, Creative Drama: Enhancing Self-Concepts and Learning, Educational Media Corporation, Minneapolis, MN, 1987. Used with permission.

Unit: Friendship/Peer Relationships - Primary

Session 5: Friendship Chain

Purpose:

The student will identify qualities they would like in a friend.

Materials:

Friendship Chain handout, pencil, crayons, scissors, glue or stapler.

Introduction:

Begin by saying, "Who would like to share their 'sweet suggestion'? For the past several sessions we have been learning how to be a friend. Today you are going to have the opportunity to share with us about some of the friendships you have been building."

Activity:

Distribute Friendship Chain handout. The Student will write the name of a friend on each chain link and one positive word or statement about their friend. Kindergarten children can illustrate a picture or an act of friendship. Color, cut and glue or staple into a chain.

Closure:

"Who would like to share some of the links of their chain with us? How did you feel when you were making your chain? How would it feel to be a link in someone else's chain?"

Summary:

"Friendship is like a fence that encloses us with links of caring, sharing, giving and being accepted by others."

Assignment:

Continue with "Sweet Suggestions."

Friendship Chain

Write the name of a friend on each chain link.
Write one positive word that describes your friend.
Cut out the chain links and staple them together.
Add your chain links with those of your schoolmates to form a class friendship chain. Hang the chain in your classroom.

McElmurry, Mary Anne, Belonging, King Publications, Tucson, Arizona, 1982. Used with permission.

Unit: Friendship/Peer Relationships - Primary

Session 6: That's What Friends Are For

Purpose:

The student demonstrate the concept of support through friendship in a group.

Materials:

Large ball of yarn.

Introduction:

Begin by saying, "This is our last session. Who can remember some of the things we have done in our group? What have you learned about friendship or getting along with others? One last idea I would like for you to take with you from this group is that friendship supports us and makes our school a fun place to be. Lets think about a spider web. What does that spider web do for that spider? That's right! It supports him. We are going to build our own web of support using friendship."

Activity:

Have students sit in a circle. Yarn is to be bowled or rolled on the floor from one student to another. Have each student make a positive statement about the student to whom the strand is sent. Make sure every student gets a strand.

Closure:

"How does friendship support us? Did you like making a web? How did it feel to receive a compliment? How did it feel to give a compliment?"

Summary:

"We have found that friendship is a big topic and an important one. Everyone needs friendship and can become one. Friendship helps us to enjoy our life. You are the friend that someone else needs. It is important to remember that being a friend takes effort."

Assignment:

"Each day in your classroom, remember to show friendship to someone."

Option: A. As the students leave, the counselor can pull a "Sweet Suggestion" and complete it for each student.

B. Playing a recording of "That's What Friends Are For" or "Wind Beneath My Wings" or other appropriate popular songs. Distribute a copy of the words for the children to sing along. Discuss concepts in the song.

C. Later in the year, invite the group to bring a friend and have a friendship reunion. Refreshments can be served or an icebreaker activity from session 1 can be used.

"That's What Friends Are For"
(From the LP "Friends") Burt Bacharach/Carole Bayer Sager

And I never thought I'd feel this way
And as far as I'm concerned I'm glad
I got a chance to say
That I do believe I love you.

And if I should ever go away
Well then close your eyes and try
To feel the way we do today
And then if you can remember . . .

(Refrain)
Keep smilin', keep shinin',
Knowin' you can always count on me, for sure
That's what friends are for
For good times and bad times
(2nd verse - In good times and bad times)
I'll be on you side for ever more
That's what friends are for.

Well you came and opened me
And now there's so much more I see
And so by the way I thank you.

And then, for the times when we're apart
Well then close your eyes and know
The words are coming from my heart
And then if you can remember . . .

Repeat refrain 3 times . . .

"Wind Beneath My Wings"

From the film, Beaches
1989

It must have been cold there in my shadow,
To never have sun light on your face.
You were content to let me shine, that's your way.
You always walked a step behind.

So I was the one with all the glory,
While you were the one with all the strength,
A beautiful face without a name, for so long,
A beautiful smile to hide the pain.

Did you ever know that you're me hero,
And everything I would like to be?
I can fly higher than an eagle.
You are the wind beneath my wings.

It might have appeared to go unnoticed,
But I've got it all here in my heart.
I want you to know I know the truth, of course I know it,
I would be nothing without you.

Did you ever know that you're my hero?
You're everything I wish I could be
I could fly higher than an eagle.
You are the wind beneath my wings.

Fly, fly away . . .
You let me fly so high,
So high I almost reached the sky.
You, the wind beneath my wings.

Thank you, Thank God for you, the Wind Beneath My Wings!

FRIENDSHIP/PEER RELATIONSHIPS

Intermediate Unit

SWEET SUGGESTIONS

This idea can be used as an assignment at the end of each group session. The ideas are cut apart with one suggestion stapled to a piece of sugar free candy. The candies are placed in a container for students to draw from.

Ideas from "Sweet Suggestions" for intermediate students:

1. Go chat with someone during your free time that you've been waiting to get to know better.
2. Share a good book and/or a good movie that you have read/seen recently with someone.
3. Share with some people something that you are really proud of.
4. What is you favorite subject in school? Why? Find someone to share this with.
5. Share a personal goal that you have set for yourself.
6. Share a secret with someone in the room.
7. Shake someone's hand.
8. Wave to someone.
9. Smile at someone.
10. What is something special that you did this summer? Share this with someone.
11. What do you consider the best thing about you? Find someone and share why you feel this way.
12. Find something that you have in common with someone in the room.
13. If you could go anywhere in the world, where would you go? Share this with someone. Why?
14. Tell someone why you appreciate him/her.
15. What makes you feel happy? Share this with someone.
16. Give someone a pat on the back for a job well done.
17. Share something with someone that you have always wanted to try/do and havn't had the opportunity/money/time/courage/etc. to do.
18. What is your favorite holiday/celebration? Why? Share this with someone.
19. Help someone with a difficult assignment.

20. Carry someone's tray in the lunchroom, or offer to empty their trash.
21. Write a friendship gram.
22. Write five reasons why your friend is special.
23. Offer to clean out someone's desk.
24. Do a favor for a friend (younger person, classmate, family member).

Unit: Friendship/Peer Relationships - Intermediate

Session 2: Friendship Scale

Purpose:

The student will become aware of qualities which they can bring to a friendship.

Materials:

Friendship scale handout, pencil.

Introduction:

Begin by saying: "The first time you are introduced to someone you may feel shy, scary or a little uncomfortable. The reason may be because you are unaware of all the qualities you possess that can make you a good friend. A friend is a person who knows another well, cares about them, shares similar interests, likes another and wants to help. We're going to take a few minutes to look at some of the qualities you have which can make you a good friend."

Activity:

Distribute "Friendship Scale." Review vocabulary to make sure students understand the meanings of words. Have students complete scale on their own. Stress that they try to be honest in rating themselves.

Next, on the back of the paper, ask the group to number from one to twenty down the left side of the page. After each number, the children should write something they like to do at home, at school, at play or any time. It can be one-time activity or something they do regularly. Some children may be able to write many more than twenty, ask them to go back over their list and write an "O" after each activity they do with others, and an "S" after each one they do by themselves.

Closure:

"What do you feel are the best qualities you bring to a friendship? Do you have to have all the qualities listed on the scale in order to be a friend? What qualities would you like to change about yourself? Are any of the qualities you have listed as strengths similar to anyone else's in the group? classmate's, etc.? Are any of the activities you enjoy similar to anyone else's in the group? classmate's, etc.?"

Summary:

"Today we have been discussing the qualities of friendship. In learning to be a friend it helps to know yourself and understand the good qualities and interests you can bring to a friendship."

Assignment:

"Each week as you leave, you will draw a "Sweet Suggestion" to take with you to try with a friend. ENJOY!"

FRIENDSHIP SCALE

There is a need for each of us to know more about what we are like. This is to help you describe yourself. Answer these according to your feelings. It is important for you to give you own honest answer.

	Nearly Always	About 1/2 Time	Not Very Often
1. Trustworthy			
2. Friendly			
3. Reliable			
4. Loveable			
5. Good Listener			
6. Cooperative			
7. Not a Tattletale			
8. Civilized			
9. Polite/Courteous			
10. Helpful			
11. Nice			
12. Thoughtful			
13. Generous/Sharing			
14. Cheerful/Sense of Humor			
15. Caring			

Name ______________________________

Unit: Friendship/Peer Relationships - Intermediate

Session 3: Friendship Acrostic

Purpose:

The student will become aware of qualities of good friends.

Materials:

Large construction paper, cut out letters spelling "FRIENDS," crayons, pencils, blackboard or chart paper.

Introduction:

Begin by saying: "Last session each of you drew a 'Sweet Suggestion'. How many of you tried it? What did you think? We also talked about some of the qualities you bring to a friendship. This week we're going to do an activity that will show us what you look for in a friend."

Activity:

Divide the group so that each child, or two children depending on the size of the group, receives a cut out letter of the word "FRIENDS." As a group, ask the children to brainstorm words which begin with each letter of the word "FRIENDS." These words can relate to outward characteristics of a friend, activities or interests that you would like a friend to enjoy, and any other related ideas. Write these words on the blackboard or chart paper. Once these ideas are mentioned, ask each child, or two children, to decorate their "FRIENDS" letter with those words, or drawings, which begin with their letter. When they have completed their letter, ask them to share what they have done. If possible, the completed word "FRIENDS" should be placed somewhere on display to be shared with others.

Closure:

"Did you enjoy the activity? Do you know anyone that has some of the qualities you listed on your letter? Someone else's letter? Could you approach this person to begin a friendship? How might you do this?"

Summary:

"As we were doing this activity today, someone may have come to mind that you think could be a friend to you. I hope that we have come up with some suggestions that will help you approach that person. Remember, that you also have qualities that someone else may be looking for in a friend."

Assignment:

"Select your 'Sweet Selections' to try with someone this week."

Unit: Friendship/Peer Relationships

Session 4: Walls Between Friends

Purpose:

Students will be able to identify barriers to friendships.

Materials:

"Walls Between Friends" worksheet, pencils.

Introduction:

Begin by saying, "All of us do certain things that can make a person like or dislike us. It may be the way we talk, move, think, feel or act. We have thus far learned ways that will increase our ability to make friends. We will be discussing attitudes and behaviors that can prevent us from making and keeping friends."

Activity:

Have the students share some incidents they ahve experienced which caused them to lose a friend. Distribute the "Walls Between Friends" handout. Each student will write words on the bricks that cause friction in a friendship. Ask the students to share thier handout. Display the handouts where the group can see them.

Closure:

"Why do you think the person is behind the wall? Who do you think that person is? Why would gossip, anger, etc. cause a problem in a friendship? In looking at the group's handouts, do you see any words more than once? Do you see any word that appears only once? Do you feel the wall can be lowered? What must a person do to lower the wall?"

Summary:

"Usually having a friend is an enjoyable experience, but sometimes it hurts to be a friend. You must work at friendships. They need effort and attention. The bricks in our friendship wall demonstrate some of the problems that can turn up in a friendship. These hurtful behaviors or words must be given attention in order to repair a friendship and make the wall of friendship strong again."

Assignment:

Each student will pull a sweet suggestion and without opening it exchange the suggestion with another in the group. Then have students try the suggestion before the next group meeting.

WALLS BETWEEN FRIENDS

Sometimes we build walls between ourselves and others. Write words on the bricks below, that could destroy our friendships with others.

McElmurry, Mary Anne, Belonging, Kino Publications, Tucson, AR., 1982. Used with permission.

Unit: Friendship/Peer Relationships - Intermediate

Session 5: Unlikely Friends

Purpose:

Students will identify appropriate techniques for making a friend.

Materials:

Pictures of children making friends appropriately; Optional: video equipment.

Introduction:

Begin by saying, "Would anyone like to share their 'Sweet Suggestion' experience with us? (Elicit responses.) Everyone likes having a person who they know well, can share secrets, play games or sit around and discuss events of the day. But some of us have difficulty making friends. Today we will be paying attention to behaviors that can make a person undesireable as a friend."

Activity:

Fold pictures in half which show children who attempt to make friends, but have difficulty because of inappropriate behaviors or attitudes toward others. Ask children why they think someone with this name (i.e. Sammy Sillyface, Cathy Clotheshorse, etc.) would have trouble making or keeping a friend. The explanation on the back of the picture can be read to draw out further discussion. Talk about ways the behaviors could be changed and what the result might be.

Have students role play the behaviors shown in the pictures and discuss possible responses by others.

Option: Video tape role playing by students and then discuss possible responses by others.

Closure:

"How did it feel to role play some of these inappropriate behaviors? Have you ever hurt a friend by using some of these behaviors? What could you do to repair the friendship?"

Summary:

"The characteristics we have just discussed were fictitious, but they may remind you that the secret to friendship (which is not really a secret) is to listen and to care about others. All you have to do to be a friend is to be yourself." You don't have to change your hair, or your clothes or your personality. Friends like us for being just who we are!"

Assignment:

Staple a blank piece of paper to candy and let the children write their own "Sweet Suggestion" for the week.

SAMMY SILLYFACE

112

tries so hard to be a comedian. He says everything he can think of to make people laugh. When they don't laugh, he laughs by himself. Sometimes he trips on purpose or falls out of his chair. Some people think he's sickening, but he keeps on trying.

CATHY CLOTHESEHORSE

113

thinks she's figured out how to be really popular. She's got to have exactly the right jeans, the perfect shirt, terrific shoes, and of course her hair is just great. She's sure that if her socks are wrong, everybody will think that she is a creep. Cathy spends most of her time looking in the mirror, and, of course, she has no time at all to think about anyone else.

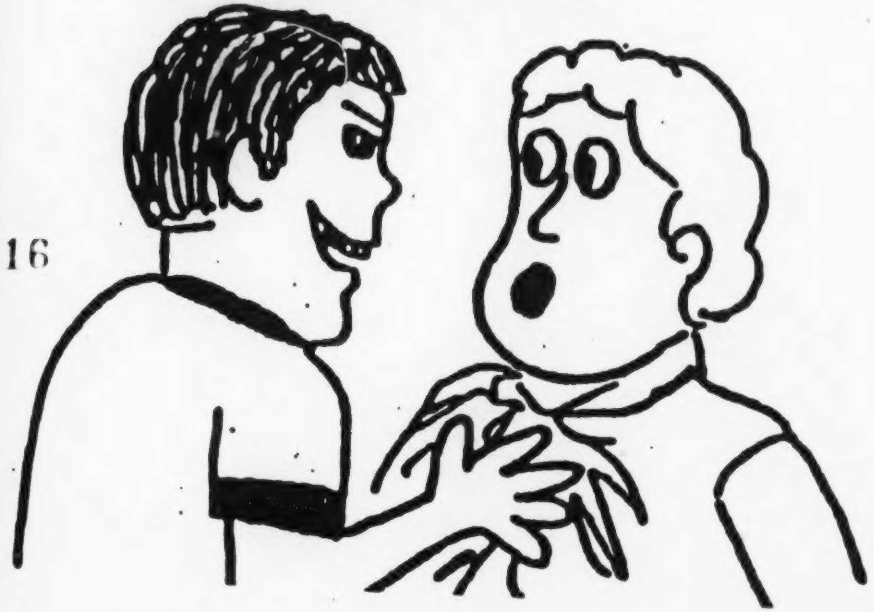
LOUIS LOUDMOUTH

never just talks. He thinks that if he can make more people hear him, more people will like him. So, he is usually screaming or laughing as loud as possible. No one else thinks he's very interesting. In fact, they think he's obnoxious and stay away from him.

BETTY BOYCRAZY

doesn't really care if girls like her or not, as long as boys notice her. So, she changes her whole personality when boys are around. In other words, she's a fake. Boys do notice her, and what they say (when she's not around) is something very tacky.

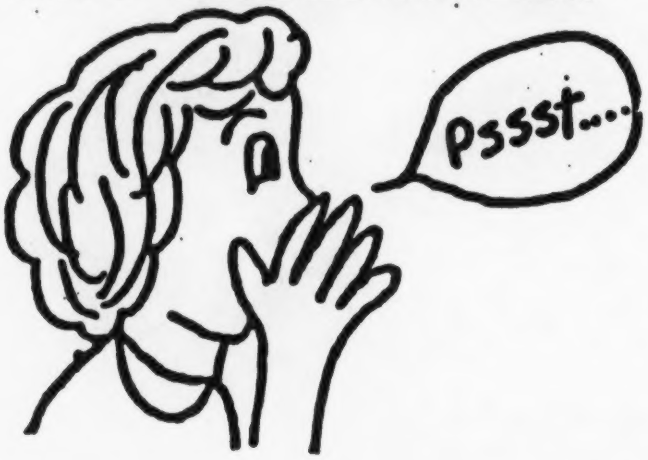
TERRY TOUGHGUY



can beat up almost anybody, he looks for chances all the time. If somebody bumps him in the lunch line, he says, "I'll take care of you after school, Shrimp." He also likes to get into trouble at school and maybe get sent to the Principal.

Some guys do hang around him, mostly so he won't beat them up! Wait till he gets to junior high school and meets bigger and tougher guys!

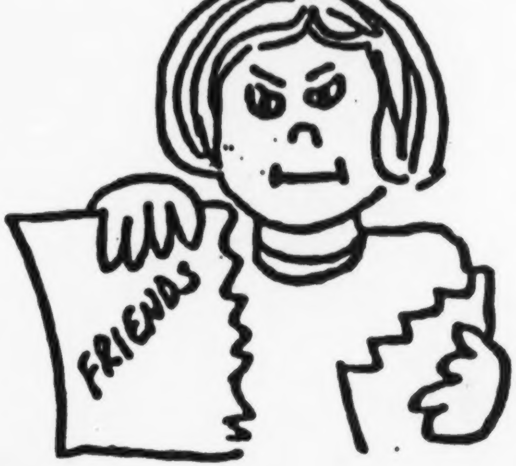
RUBY RUMORSPREADER



has a great idea for making friends. She tells everyone (secretly, of course) something really awful about someone else. Everyone seems interested in the gossip, so Ruby gets lots of attention. After a while, nobody trusts her or believes anything she says. Then she cries a lot because she doesn't have any friends.

3GJIC170

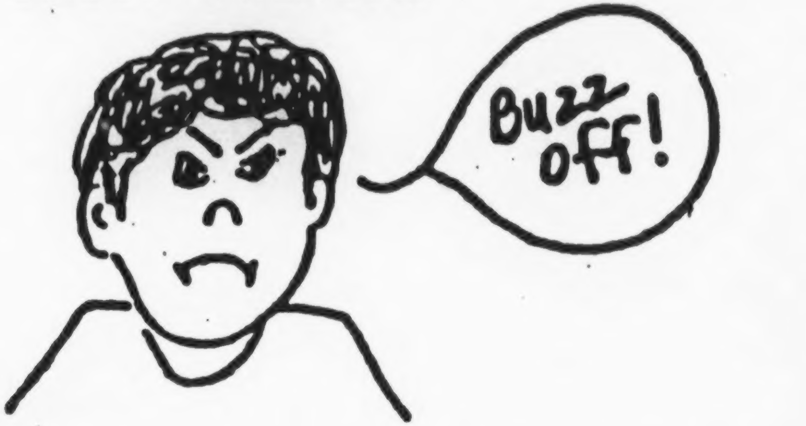
MILLIE MIXED UP



thinks friends can be bought like candy. She says "I'll be your friend if you let me copy your paper", or "If you are her friend, then you can't be my friend."

She's so mixed up, she carries a notebook around to keep lists of friends and enemies. Her list of friends is getting shorter and shorter.

VAUGHN VAN INSULT & PATTY PUTDOWN



are pretty sure nobody likes them. So if someone ways, "Hi Vaughn, What are you doing?" hè always says, "None of your business, Stupid."

If someone smiles at Patty, she says, "Your mouth is crooked, Wierdo." They are right. Nobody likes them. Not anymore.

Unit: Friendship/Peer Relationships - Intermediate

Session 6: Friendship Recipe

Purpose:

Students will be able to identify qualities necessary to friendship.

Materials:

8 1/2 × 11 paper folded in half, pencils, stapler, crayons, blackboard or chart paper.

Introduction:

"Would anyone like to share their experiences, during the period of time that the group has been meeting, of your attempts at making a new friend? What ideas have we discussed in the group which have been helpful? Is there anything about making friends that you would like to know more about? Let's review briefly the qualities necessary to friendship. (Elicit responses and list of blackboard or chart paper.) Who knows how to cook? What is a recipe? A recipe usually tells us what ingredients we need and how much. Today we're going to make a recipe for friendship. I would like for you to think about what ingredients you would put into friendship and how much of each ingredient."

Activity:

Give each child an 8 1/2 × 11 sheet of paper and ask him/her to make up a recipe for friendship including the essential ingredients. Next the child should illustrate their recipe. When children are finished compile the recipes into a "Friendship Cookbook." (If possible a copy could be given to each member of the group).

Closure:

Who would like to share their recipe? What was your main ingredient? What ingredients if added to the recipe would spoil it? What have you learned about friendship?"

Summary:

"Friendship is made of many ingredients. Just like in cooking where it takes effort to plan and serve a delicious meal, it also takes effort to make and keep a lasting friendship."

Assignment:

"Take your recipe book back to your class and share it with them."

Option: As the students leave, the counselor can draw a "Sweet Suggestion" and complete it for each student.

Option: Play a recording of "That's What Friends Are For," "Wind Beneath My Wings," or other appropriate song. Distribute copy of words for children to sing along.

Option: Later in the year invite the group to bring a friend and have a friendship reunion. Refreshments can be served or an icebreaker activity for session 1 can be used.

"That's What Friends Are For"
(From the LP "Friends") Burt Bacharach/Carole Bayer Sager

And I never thought I'd feel this way
And as far as I'm concerned I'm glad
I got a chance to say
That I do believe I love you.

And if I should ever go away
Well then close your eyes and try
To feel the way we do today
And then if you can remember . . .

(Refrain)
Keep smilin', keep shinin',
Knowin' you can always count on me, for sure
That's what friends are for
For good times and bad times
(2nd verse - In good times and bad times)
I'll be on you side for ever more
That's what friends are for.

Well you came and opened me
And now there's so much more I see
And so by the way I thank you.

And then, for the times when we're apart
Well then close your eyes and know
The words are coming from my heart
And then if you can remember . . .

Repeat refrain 3 times . . .

Wind Beneath My Wings
From the film, Beaches
1989

It must have been cold there in my shadow,
To never have sun light on your face.
You were content to let me shine, that's your way.
You always walked a step behind.

So I was the one with all the glory,
While you were the one with all the strength,
A beautiful face without a name, for so long,
A beautiful smile to hide the pain.

Did you ever know that you're my hero,
And everything I would like to be?
I can fly higher than an eagle.
You are the wind beneath my wings.

It might have appeared to go unnoticed,
But I've got it all here in my heart.
I want you to know I know the truth, of course I know it,
I would be nothing without you.

Did you ever know that you're my hero?
You're everything I wish I could be
I could fly higher than an eagle.
You are the wind beneath my wings.

Fly, fly away . . .
You let me fly so high,
So high I almost reached the sky.
You, the wind beneath my wings.

Thank you, Thank God for you, the Wind Beneath My Wings!

GRIEF/LOSS

Primary and Intermediate Units

Introduction:

Before beginning this unit it is advised that parent permission be gained, in writing, from the parent.

Unit: Grief/Loss

Session 2: Freddie the Leaf

Purpose:

Students will begin to understand life and death cycles.

Materials:

The Fall of Freddie the Leaf by Leo Buscaglia

Dry Leaves

My Memory Book - one copy for each student

Crayons, pencils

Introduction:

Begin by saying, "Everyone here has experienced a loss in their lives. Some losses are more painful than others. Today we are going to talk about some different kinds of losses." Hold up a leaf and say, "How is this leaf an example of a loss? Do we think of this leaf as being dead? Listen as I read this story, The Fall of Freddie the Leaf. Think about the changes that Freddie undergoes."

Activity:

Read the book and discuss the feelings in the book and how the students reacted to the events in the story. Pass out a copy of "My Memory Book" to each child. Have them personalize the front cover. On page one ask them to draw a picture of the person who has died. If time permits have them share the pictures. (Keep the books in the counselor's office to use during future lessons).

Closure:

"What were the changes that Freddie underwent? Tell about the feelings in the story. How does this story make you feel? How can you relate this story to your own personal loss? What have you learned about death in general? How do you feel now, after discussing this story today?"

Summary:

"Every living thing eventually dies. In the story today about Freddie, his life ended just as people's "lives end."

Assignment:

"Next week if possible bring a photograph of your loved one that died. You can put it in your memory book."

Unit: Grief/Loss

Session 3: Stages of Grief

Purpose:

To discuss feelings related to death and explain the stages of grief.

Materials:

The Feelings of Loss Wheel, Chart with list of stages of grief, crayons, glue, chart paper and markers.

Introduction:

Begin by saying: "Last week we discussed life changes. Today we will share more feelings you are experiencing and learn about the stages of grief."

Activity:

Have students paste photographs in memory books. Have each child complete this statement: When my ____________ died, I felt ......" Record their feeling words on a chart. Refer to the list and take note of the many times feelings of being scared or afraid came up. Have the students turn to "A Scary Page" in their Memory Book and discuss and complete together the different statements.

The counselor explains how persons suffering the loss of loved one through death usually go through five stages of grief (Kubler-Ross):

denial - we pretend it didn't happen
anger - get mad that it happened
bargaining - mourn loss of way things used to be
acceptance - not happy about the new situations but used to the way things are: know there is nothing you can do to undo change.

Thinking about their own experiences, encourage the students to relate to these stages of grief.

Discuss the idea that individuals may go through one or more stages more than once, that they should not be discouraged that feelings of grief seem to re-occur after one has thought it to be worked through.

Landy, Lois, Child Support Through Small Group Counseling, Savannah, 1984. Used with permission.

Closure:

"Who can list the stages of grief? How did our discussion today help you understand better your feelings about your loved one? What stage of grief are you in at this time? Do you feel like you could move to a different stage soon? Why? Why not?

Summary:

"Everyone goes through the five stages of grief. I hope knowing and understanding these stages has helped you."

Assignment:

Share this information with someone who is close to you and discuss the feelings and stages that you both are experiencing.

Unit: Grief/Loss

Session 4: Stress and Relaxation

Purpose:

Students will learn ways to cope with different feelings and with stress.

Materials:

Chart paper, markers, pencils, mood calendars, "My Memory Book"

Introduction:

Begin by saying, "Last week we talked about different feelings and the stages of grief. Today we are going to find out what to do when you have stressful feelings."

Activity:

Talk about some of the behavior they have when they are feeling the following: angry, depressed, frustrated, insecure, rejected, etc. (Examples may be crying, being alone, disinterested in school, hitting, etc.) Discuss and list on chart ways to deal with those feelings in more positive ways. (Examples are hit a pillow, exercise, talk to someone, read a book, listen to music, watch T.V., relax by sleeping or meditating, write a diary or a journal, start a hobby, go out with friends, imagine acting out your fantasy.) Say, "Today, we are going to learn more about relaxation and how you can use your mind when under stress. Being able to relax and ease the pressure will help you to cope better with uncomfortable feelings. Let's begin by learning to relax your body.

If it helps, you can close your eyes. (Pause) Now, take a deep breath . . . hold it. . . and now let it out slowly. Okay, take another deep breath . . . hold it . . . and let it out slowly. One more time, take a deep breath . . . hold it . . . and let it out. You're starting to feel relaxed already.

Now, let's create some tension and then relax. First, concentrate on your toes. Think about your toes by tensing them . . . hold it . . . hold it . . . hold it . . . now, relax! Let the tension drain out . . . the tension is draining (flowing) out, like water pouring from a glass."

Continue this same procedure, using the different areas of body (i.e. thighs, abdomen, back, chest, shoulders, arms, hands, neck, and head). Then, ask the class, "How did that feel?"

"Now that your body is feeling relaxed and calm, I want you to close your eyes and imagine something with me. Listen to my voice . . . breathe deeply . . . hold it . . . and now let it out slowly. One more time, breathe deeply . . .hold it . . . and let it out.

Imagine that you are floating in a pool or on a raft or on a cloud. Begin to know what relaxation is really like, so that you can return to this feeling at anytime. Feel yourself relax. You have a pleasant feeling. Now, it is time to stop . . . . . on the count of three, open your eyes . . . . . one . . . . two . . . . three. Open your eyes slowly and sit up when you are ready."

Discuss the relaxation experience with the group and encourage them to tell if the relaxation process can be used to help them when they feel stressful.

Pass out the mood calendars and explain that for the next week they are to indicate their feelings daily with words or smiley face symbols. Remind them to use some of the positive ways to cope with stress.

Closure:

"What have you experienced today? Which of the coping skills will you try the next time you are experiencing stress? What did you like about the relaxation experience? What didn't you like?"

Summary:

"Everyone has stress in their lives. There are times when you feel more pressured than at other times, especially when you have experienced a death. Today you have learned some effective ways to cope with the stress."

Assignment:

"During this week remember to complete your mood calendar and bring it to the group. Also at least once try some of the relaxation and coping skills techniques that we learned today."

MOOD CALENDAR

Sun.	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.

HAPPY SO-SO SAD CONFUSED ANGRY

Unit: Grief/Loss

Session 5: The Tenth Good Thing about Barney

Purpose:

Students will discuss the fond memories they have of their special person.

Materials:

The Tenth Good Thing about Barney, Judith Viorst; My Memory book; pencils

Introduction:

"We have learned that everyone has stress, last week we learned ways to cope with stress. Who would like to share their mood calendars? Who would like to share a relaxation experience that they tried last week?"

"Today I'm going to read a story about a child whose cat died. It is called The Tenth Good Thing About Barney. As you listen think about some of the memories you have of your special person."

Activity:

Read the story and discuss how it applies to them. Ask students to reflect on themselves and some of their memories.

Pass out "My Memory Book." Instruct students to turn to 10 Good Things about ____________________. Allow students to share some of their fond memories.

Closure:

"In the story the boy had ten good memories of his cat. Was it difficult to think of ten memories for your person? Why? Why not? Are your feelings similar to the boy's in the story? How?"

Summary:

"When you experience death, whether it's a pet or a person, even though they are gone you will continue to have fond memories."

Assignment:

"Share today's story with someone else close to the person and ask them to share some of their memories."

Unit: Grief/Loss

Session 6: Brown Baggin' It

Purpose:

Students will have time to review and evaluate their personal experiences with the group. Students will share their inner feelings with others.

Materials:

1 lunch size brown bag for each member, pencils, small slips of paper.

Introduction:

Begin by saying: "We have learned a lot in the last five weeks. I feel closer to you, and I hope that you feel closer to others in the group. This is our last time together. We'll have time to share our feelings by doing trust activity."

Activity:

In a go-around, have each person share: "The thing I enjoyed most about this group was . . . ."

Trust Bag Activity - Pass out a brown bag to each child and request that he/she write three things on the outside of the bag about himself/herself that he/she would easily share. Next, have the child fill the bag with three things about himself/herself that would be shared only after knowing someone for awhile. Each child will then walk around the room and share his/her bag and its contents with as many other children as possible.

Closure:

"What did you learn about someone that you never knew before? Did anyone surprise you? What was the funniest thing you learned? What was the saddest thing you learned?"

Summary:

"Although this is the last session, I hope that you will continue to talk with each other. Remember that I am available if you need to speak with me again."

Assignment:

"Take your 'Memory Books' home and share them with others who also felt close to your special person."

MY MEMORY BOOK

IN HONOR OF

Picture Page for ______________________________

My Drawing of ____________________________

Photo

A Scary Page

Things I was scared about when ______________________ died.

Things I am scared about now.

Things I might be scared about in the future . . .

What can I do to feel better?

10 Good Things About ____________________

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

APPRECIATING CULTURAL DIFFERENCES

Intermediate Unit

Unit: Appreciating Cultural Differences - Intermediate

Session 2: Perception

Purpose:

Students will recognize that conflict can be caused by differences in perception.

Materials:

"The Wise Men and The Elephant" story, chart paper, markers.

Introduction:

Begin by saying, "We will be meeting for the next several sessions to discuss cultural differences. Because people and races may have different ideas and different ways of doing things, it can be hard to understand where they're coming from. To open our discussion we're going to do an exercise about perception - how we look at something. We will build toward an understanding of how to solve problems when people have different ideas."

"People have always tried to make sense of their world and understand each other. At times, this is difficult because not all people see a problem in the same way. You'll probably laugh as you listen to this story. See if you can discover the cause of the Wise Men's misunderstanding."

Activty:

Read the story "The Wise Men and the Elephant." After the discussion of the story have the students collaborate to rewrite the ending. The rewritten story can be recorded on chart paper.

Closure:

"Were the Wise Men really wise? What did each of the Wise Men perceive an elephant to be? What was their problem? Why don't we all see things in the same way? How can these differences cause conflict? Why do people in an argument believe that they are so right? Can you think of a time when you had a conflict over perception? How could the wise men have discovered what an elephant really looks like?"

Summary:

"In our story, each man could 'see' in his mind only what his hands could feel. As a result each man was sure that he had the truth and knew what an elephant looked like. No one wanted to listen to what the others had to say. These men had a conflict based on differences in perception (what they thought they 'saw'). Fortunately, their conflict did not end in violence. But, unfortunately, they still did not know what an elephant looked like.

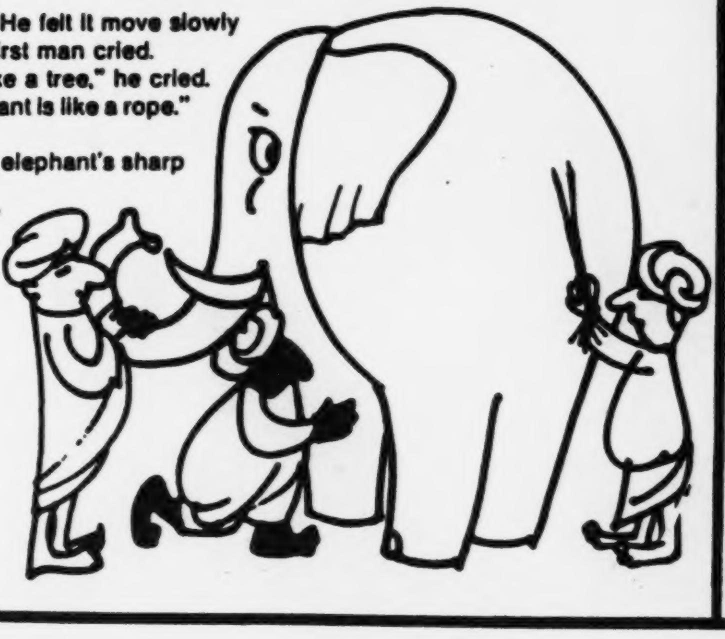
Assignment:

"In your classroom this week, look for times when your classmates may perceive something differently."

139

THE WISE MEN AND THE ELEPHANT

Once upon a time, there were six wise men who lived together in a small town. The six wise men were blind. One day, an elephant was brought to the town. The six men wanted to see the elephant, but how could they? "I know," said the first man. "We will feel him!"
"Good idea," said the others. "Then we'll know what an elephant is like."
So the six men went to see the elephant.
The first one touched the elephant's big, flat ear. He felt it move slowly back and forth. "The elephant is like a fan," the first man cried.
The second man felt the elephant's legs. "He's like a tree," he cried.
You're both wrong," said the third man. "The elephant is like a rope."
This man was feeling the elephant's tail.
Just then the fourth man pricked his hand on the elephant's sharp tusk. "The elephant is like a spear," he cried.
"No, no," cried the fifth man, "He's like a high wall."
As he spoke he felt the elephant's side.
The sixth man was holding the elephant's trunk. "You are all wrong," he said. "The elephant is like a snake."
"No, no, like a rope."
"Snake!"
"Wall!"
"You're wrong!"
"I'm right!"
The six blind men shouted at each other for an hour. And they never found out what an elephant was like.



Schmidt, Fran, Friedman, Alice, Creative Conflict Solving for Kids, Grace Contrino Abrams Peace Education Foundation, Inc., Miami, FL, 1985. Used with permission.

Unit: Appreciating Cultural Differences

Session 3: Resolving Conflicts

Purpose:

The students will be able to identify positive strategies for resolving conflicts.

Materials:

Enlargement of "Strategies for Resolving Conflicts" model, overhead of cartoon illustrations, overhead projector, projector pen, pencil, paper, crayons, markers.

Introduction:

Begin by saying, "In our last session, we saw that there can be problems when we only look at one side of a situation. This can happen in cultural or racial conflicts. You may be in this group because it is difficult for you to perceive how someone in a different race from you may perceive a situation. Today, we're going to give you some strategies to use in trying to understand someone else's point of view. You both have a point of view and neither of you is 100% right or wrong. It is important to remember that many conflicts can be solved. You both have the problem and both must work together to resolve it."

Activity:

Display enlarged "Strategies for Resolving Conflicts" model. Discuss the model and definitions surrounding it. Have students identify and label which strategy is illustrated by the cartoon on the overhead projector. Have students draw their own cartoon to illustrate one of the remaining strategies. Display the cartoons for the group.

Closure:

"For which strategy did you draw a cartoon? Have you ever used any of these strategies? How did they work? Which strategy do you think you would use the most? The least?"

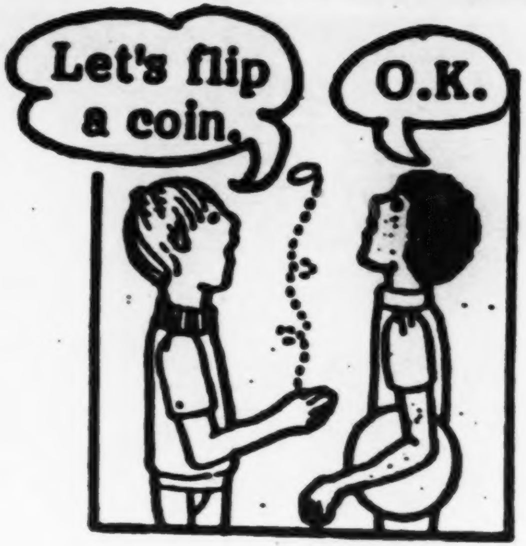
Summary:

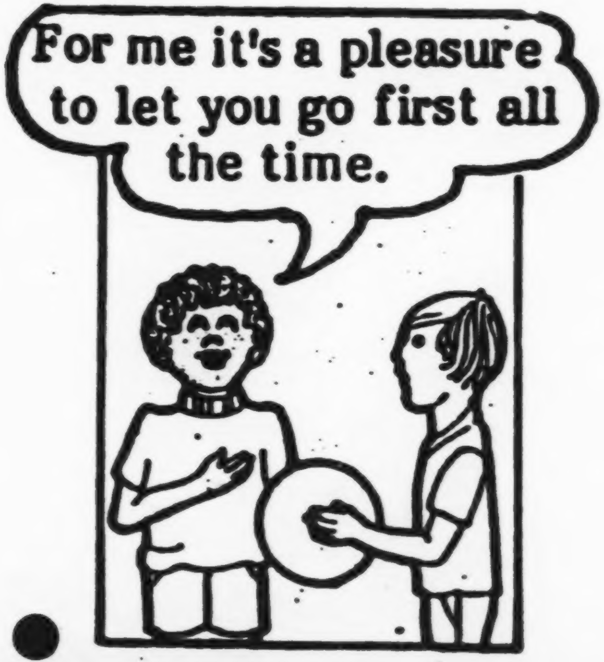
"Today we have talked about some techniques you can use when you disagree with someone. Hopefully from understanding someone else's point of view we will then be able to get along with people who may be different from us. This could lead to many new friendships."

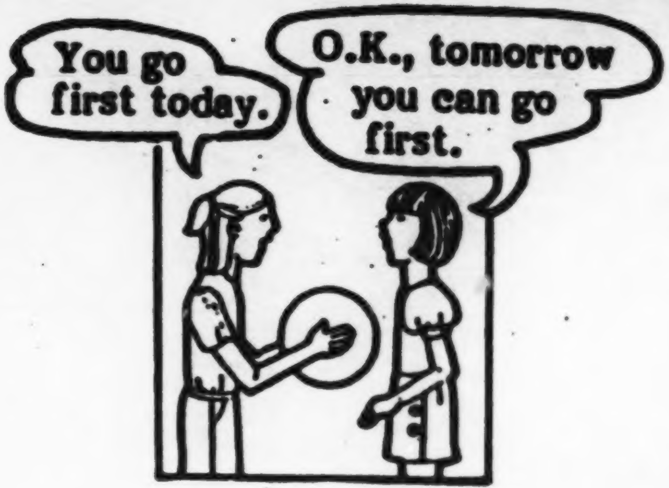
Assignment:

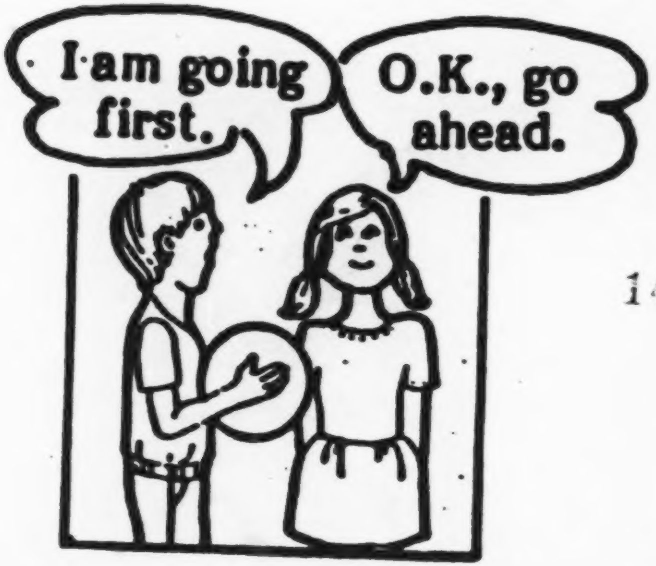
"This coming week, observe a conflict on a TV program and how it was resolved."

Schmidt, Fran, Friedman, Alice, Creative Conflict Solving for Kids, Grace Contrino Abrams Peace Education Foundation, Inc., Miami, FL, 1985. Used with permission.


Let's flip a coin.
O.K.


For me it's a pleasure to let you go first all the time.


You go first today.
O.K., tomorrow you can go first.


I am going first.
O.K., go ahead.

124
3GUID170

Unit: Appreciating Cultural Differences - Intermediate

Session 4: Tug of War

Purpose:

Students will be able to understand that people need to work together to solve conflicts.

Materials:

Rope, "Putting It Together" worksheet, pencils

Introduction:

Begin by saying, "Last session we illustrated some strategies for resolving conflicts between you and another person. In each of these techniques, the situation was resolved with each person as a winner. But often when we get in arguments we think of them like a tug of war where one person is the 'winner' and the other the 'loser.' But, a conflict is not a tug of war. The strongest person in a conflict is not always right and the bully in a fight does not always win fairly. It's difficult to remember that we both have the problem. We both are tied up together with a common problem to be worked out. Today we're going to play two games to illustrate that in resolving a conflict, both sides can be winners."

Activity:

Play "Tug of War" game. Discuss the feelings of the "winners" and "losers." Next, have students play "Tied in a Knot." Form a line and join hands. The student on the end will begin weaving in, out, over and under the other students until the line is tied in a knot. (Children should not let go of each other's hands). The students will then try to untangle themselves, again without letting go of their hands. Discuss the cooperation it took to play the game.

Distribute worksheet "Putting It Together." Have students individually work on it. After completing the worksheet, have students share their responses.

Closure:

"Would you like to have all your conflicts resolved like a tug of war? (The strongest always wins.) Would it be fair? How were the two games alike? How were they different? (One has an opponent, the other shared the problem). What do the words 'enemy' and 'friend' mean to you? How can you turn an enemy into a friend?"

Summary:

"When two people from different races perceive a conflict as a tug of war they waste energy. When they can begin to see the conflict as a common problem, they will begin to work out possible solutions."

Assignment:

"Ask someone in your family if they can remember a time when enemies became friends?"

Putting It Together

Read the following situations. Record how you would deal with them.

SITUATION	AS AN "ENEMY" I WOULD	AS A "FRIEND" I WOULD
Someone:		
calls you a name	____________________	____________________
makes fun of the way you look	____________________	____________________
puts down your family	____________________	____________________
dresses differently	____________________	____________________

Do you treat "enemies" differently from friends? Why?

____

List three ways you could turn an enemy into a friend.

____

____

____

Unit: Appreciating Cultural Differences

Session 5: Zombie

Purpose:

The students will demonstrate decision making skills.

Materials:

Chart paper to record "Zombie" activities.

Introduction:

Begin by saying, "Today we're going to do an activity that will require you to think about how special we all are to have different likes and dislikes. What kind of world would it be if we were all alike? We will all need to work together to help make some decisions. Sometimes it is exciting and stimulating to make choices and sometimes it can be a most difficult task. As you work together on this activity think about what your choices are and reach a consensus as to the group's choices. A consensus means that everyone can live with the choices made."

Activity:

Explain to the group that they will all become "Zombies." As "Zombies" they must all do the same things, but not necessarily at the same time. Have the group decide what five things a "Zombie" can do. Examples are: sit up, stand up, walk around the room, sharpen pencils, laugh, etc. Whatever five things they can do, they cannot do anything else. The counselor will be the "Zombie" patrol. If you see a "Zombie" doing something "Zombies" are not able to do, you will tell them to freeze to the count of 15. Play the game for ten to fifteen minutes and then discuss.

Continue with the second activity. Explain to the group that thumbs up is a vote "yes," arms folded is a vote for "I don't care," and thumbs down for "no." Read a list of items and have the children vote. Wait long enough between each item so that everyone can see how the others have voted. Examples: How many like spinach? How many like to swim? Think kids should watch all the TV they want? Believe homework should be abolished? etc.

Closure:

"How did it feel to be a "Zombie"? Did you get tired of doing only the five actions? What can be learn from this activity? Were you surprised how others voted? Why? Did you agree with someone you did expect to? How are the two activities we did today related?"

Summary:

"Today we have shown how people are alike and different. You may have come into this group expecting that people from different cultures and racial backgrounds were different from you. Today you may have realized how alike many of us can really be."

Assignment:

"Talk with others in your classroom and discover ways you are alike and different."

Kreidler, William, Creative Conflict Resolution, Scott, Foresman and Co., Glenview, IL, 1984.
Used with permission.

148

Unit: Appreciating Cultural Differences

Session 6: I Think, I Feel, I Want

Purpose:

Students will demonstrate a method of expressing feelings.

Materials:

None

Introduction:

Begin by saying, "All of us have feelings. Some feelings are comfortable and some are uncomfortable. There are several things we can do with our feelings. We can express them or hold them inside or try to pretend we don't have any. Being able to express our feelings not only helps us to feel better physically and mentally but it also can open the door to others better understanding us. We are going to use a method of expressing our feelings today that I called 'I Think, I Feel, I Want'."

Activity:

Students will play the "I Think, I Feel, I Want Game" (Palmer, 1977). Each student will select a partner and sit facing each other. They will begin each sentence with one of the following statements: "I think," "I feel," "I want." To help students get started, counselors may ask how students would feel if everyone were invited to a party except them? How would they feel if a black student invited them to a party? How would they feel if a white student invited them to a party? How would they feel if someone called them a name? Have students brainstorm other possible questions.

Closure:

"Were you comfortable or uncomfortable in expressing yourself? Why? Which situations were most difficult to answer? Which were easiest? What did it feel like to sit facing the other person? How might the activity be different if you were back to back?"

Summary:

"Feelings, decision making, and resolving conflicts play an important part in our relationship to each other. We should always focus on the uniqueness of each of us. It is always best to accept a person for what he/she is. Try to learn as much as possible about different cultures. By appreciating cultural differences we can genuinely appreciate our own heritage."

Assignment:

"As you come into contact with students of other races and cultures, put into practice some of the techniques which we have been using in our group."

Locke, Don, "Fostering the Self-Esteem of African-American Children" Elementary School Guidance and Counseling Journal, Volume 23, No. 4, April 1989, p. 257. Used with permission.

RESPONSIBILITY

Primary Unit

Unit: Responsibility - Primary

Session 2: Family Responsibilities

Purpose:

Students will learn about the benefits of dividing work in the family and about the importance of performing their own roles effectively.

Materials:

Chart paper, markers, "Home Responsibility" charts. Develop your own notes to parents about resonsibility charts.

Introduction:

Begin by saying, "In your homes each family member has certain responsibilities. Today we will learn about why it is so important for everyone to do their share of the work, including you."

Activity:

Have the students tell you who the family members are, including themselves. Ask them to give you the responsibilities of each. List on chart paper.

Examples: Mother - cooks, washes dishes, cleans, buys groceries, etc.
Child - makes beds, hangs up clothes, puts away personal belongings, brushes teeth, puts dirty clothes in the laundry, lays out school clothes, etc.

Discuss why each member does not do the same things. Also mention that it is also important to have many different types of workers in the community, i.e. all workers can't be lawyers, farmers, police, etc. Make sure that the following points are covered about the importance of dividing the work:

1. Our jobs are easier if others help by doing their share.
2. Things get done faster.
3. Not everybody can do things the same. You may be better at polishing the car and your mother may be better at folding laundry.

If time permits, ask the students to pantomime a particular job of a family member. Ask the others to guess what the job is and whose responsibility it is.

Closure:

"Why is it so important to do your share of the work in the family? What would happen if you forgot to take care of some of your responsibilities? Why is it best to divide the work?"

Summary:

"I hope you have learned today that things certainly do run more smoothly if everyone does their own work at home. Your job is so important."

Assignment:

Distribute the home responsibility charts. Say to the students: "Before you leave the group today look at the chart of responsibilities. Copy the jobs that you have in the space at the left. Tape this responsibility chart to your refrigerator at home. Ask you parents to help you check off the home responsibilities that you do daily. Here is a note to your parents explaining the charts. (Distribute notes that you have run off a head of time.) Bring it back to the group next week."

Home Responsibilities

Name ____________________

(Check Only Completed Jobs)

JOB RESPONSIBILITIES	Sun.	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.	TOTAL

Unit: Responsibilities - Primary

Session 3: School Responsibilities

Purpose:

Students will learn about the importance of being responsible in the classroom.

Materials:

Chart paper, markers, "School Responsibility Charts," notes to teachers about the "Responsibility Charts." (Develop your own.)

Introduction:

Begin by saying: "Last week we discussed the importance of sharing the responsibilities at home. Did anyone bring their chart back. (Discuss progress or lack of progress made.) If you would like to continue working on these responsibilities, I can give you another chart when these are full."

"In today's lesson we will learn about the importance of your role as classroom workers."

Activity:

Have the students tell you various helpers jobs in the classroom, i.e. wash boards, water plants, serve as line leader, pass out papers. List these on the chart. Remind them that at school it is also important to divide the responsibilities just as it is at home, i.e. Have them tell you what they would do with trash after eating (throw it away); what they would do after a messy art activity (clean up their area); what they would do if a classmate was having trouble with their math (help them), etc.

Discuss that the most important job now is to be the best student he or she can be. In completing work they must be responsible. Have them tell about some responsible study habits as you list them on the chart.

Examples are:

1. Use your time wisely.
2. Have everything you need before you start.
3. Check work for mistakes.
4. Write down assignments.
5. Listen carefully to the teacher.
6. Do homework.
7. Complete every assignment.
8. Ask for help when needed.
9. Work neatly.

Closure:

"Why is being the best possible student your most important job while you're in school? In what areas do you need to be more responsible at school? With helper's jobs? With study skills? What will you do to improve?"

Summary:

"In the classroom you should be very responsible workers. Many of you have helpers jobs. I hope you do them well. Good study habits will certainly help you become a more responsible student."

Assignment:

Distribute the "School Responsibility Charts." "Before you leave the group today look at the charts of helpers jobs and study habits. Copy the helpers jobs you may have this week and the study habits that you really need to work on." Ask your teachers to put a check by the jobs that you perform well each day during this week. Here is a note to them from me explaining the charts. (Distribute notes that you have run off each time.) "Bring the charts back next week so I can check your progress."

School Responsibilities

Name ____________________

(Check Only Completed Jobs)

MY RESPONSIBILITIES	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL

Unit: Responsibility - Primary

Session 4: Responsibility Throughout the School Day

Purpose:

Students will learn that being responsible is important everywhere they go throughout the school day, at lunch, P.E., media center, in the halls, etc.

Materials:

Responsibility clocks. (These can be enlarged on newsprint and you may substitute other places in the school or more than one clock can be used for older primary students), crayons.

Introduction:

Begin by saying: "I am interested in seeing your "School Responsibility Charts." In which areas were you most responsible? Least responsible?"

"Today we will learn about the importance of responsibility not only in the classroom but everywhere you go during the school day."

Activity:

Distribute the "Responsibility Clocks." Ask the students to describe responsible behavior in each place mentioned in the different section of the clock. An example is: In the halls walk in a straight line with your hands by your side.

Have the students draw themselves using good responsibility in each section of the clock. If time permits students may complete another clock.

Closure:

"Who would like to share their "Responsibility Clocks?" Which places in the school do you feel that you are most responsible? Least responsible? How can you improve and be more responsible in these other places?"

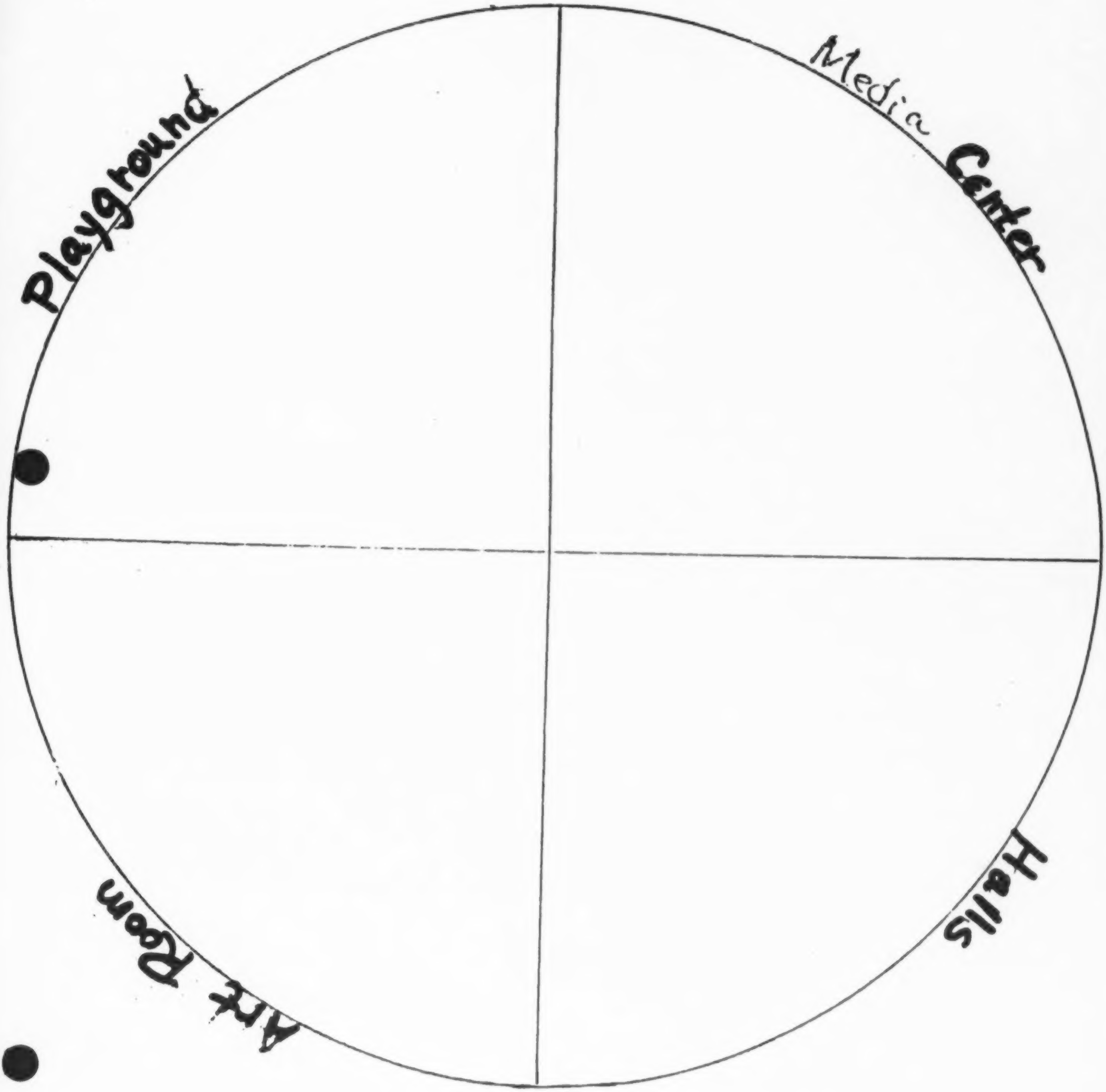
Summary:

"You have learned that it is important to be responsible everywhere you go in the school. Some of you have said that you think you can learn to be more responsible throughout the school day, not just in the classroom."

Assignment:

"Try very hard to be responsible at all times. If you need to improve in a certain area, really try hard to be more responsible."

RESPONSIBILITY CLOCK


Playground
Media Center
Halls
Art Room

Unit: Responsibility - Primary

Session 5: Roles of Community Workers

Purpose:

Students will develop awareness that people do different things at their work and that the roles of the student are like that of an adult worker.

Materials:

Activity K: "Job Responsibilities," marker, chart paper, pictures of community workers.

Introduction:

Begin by saying: "In the past few lessons we have learned about the importance of being responsible at home and at school. Workers in the community must also be responsible. Today we will learn about some of the different things that these workers do. Did you realize that the roles of a student are much like that of a worker?"

Activity:

Tell the students that firefighters put out fires. Ask them what other responsibilities they have? How are they responsible for their equipment? Continue discussion with other occupations. (See Activity K: Job Responsibilities)

Review the job responsibilities of several community workers. (Pictures of community workers will stimulate discussion.) Have the students describe how the roles of students are like that of adult workers. Ask them if they have similar responsibilities? What equipment do they have to take care of? Do they have to pass tests to show that they have learned new ideas?

Closure:

"Let's take turns naming a worker, a special responsibility that a worker has, and matching those with the responsibilities we have. An example is: Doctor - examining sick people - helping a friend who has a skinned knee." List these on chart paper.

Summary:

"Today we learned that you role as a student is similar to that of many of our community workers."

"Before we meet again, talk to a worker. It can be a parent or a relative or a community worker. Ask them about all of the responsibilities that they have to perform their job. Be ready next week to share the information you found out."

Activity K: Job Responsibilities

Fire Fighters - rescues animals, sends rescue truck with paramedics, repairs equipment and materials, cleans trucks, writes and files reports, visits classroom, learns new techniques for saving lives, and cooks own food when on duty.

Mail Carrier - When they notice that mail hasn't been taken in for a few days, they try to check on the health/safety of the person at that address, sorts mail, keeps uniform clean, and loads own truck with mail and pack.

Garbage (Sanitation) - Reads map to locate city or county dumps, dumps garbage and trash at appropriate place, such as land fill.

Educator - acts as role-model, files reports, makes games, visits homes, makes phone calls, takes attendance, collects money, tests children going to school.

Police - raises money to charities, models good citizenship, up-date techniques, speaks to and visits different groups, practices skills such as target shooting, learns new laws, keeps tools in good physical condition.

Unit: Responsibility - Primary

Session 6: Education is Important

Purpose:

Students will describe how education is required to become a community helper.

Materials:

Chart paper, marker

Introduction:

Begin by saying: "During the past few weeks we have talked about responsibilities at home and at school. We have also learned that community workers must also be responsible. Some day you will have a job in the community but your most important job now is to be the best student you can be. The things you learn today in school will help you to be a responsible community worker when you grow up."

Activity:

Discuss with the students the types of skills necessary for certain jobs and the education and background needed to apply for jobs.

Examples are: Police Officer - writing skills, following directions, etc. good high school grades and diploma.

Bank Teller - good in math skills, reading - high school education.

List the subjects that the students have on the chart. Have them think of a job that depends on those skills.

Examples are: Math: banker, cashier, engineer, lawyer
Reading: librarian, book editor, doctor

Have an invited guest speak to the group about their education and skills necessary to perform their jobs. Examples are the principal, the media specialist, the cafeteria manager, a parent, etc.

Closure:

"Some day you will be a community worker. What do you thing that you want to be? What skills will you need to be a good worker? Why is it important to be a good student today?"

Summary:

"In the past five weeks we have discussed the importance of being responsible at home and at school. If we are responsible, some day we will also be responsible workers in the community. Workers must have the necessary skills to do a good job."

Assignment:

"You can continue to keep the home and school responsibility charts if you need to improve. Talk to a worker about skills that they need to have to do a good job."

SELF-ESTEEM

Primary Unit

Unit: Self-Esteem - Pimary

Session 2: Magic Box

Purpose:

Students will be able to identify their individual specialness.

Materials:

Shoe box, mirror, markers to decorate box, wrapping paper to decorate box.

Introduction:

Begin by saying, "Welcome to our group. We're going to be talking and sharing together about how much you have to offer to yourself, your family, friends and schoolmates. I think you are a very special person. It's important that you know your specialness too. We call this self-esteem. When you feel good about yourself and the feelings you have and the things you can do, you will probably feel happier, like other people and be more confident in trying new things like school work or new games. I have a magic box with me today and each of you will have a chance to look inside and see a very important person."

Activity:

Construct a "magic box" which can be any kind of a box with a mirror placed so as to reflect the face of anyone who looks inside.

Give each child a chance to look into the box after you ask them who they think they will see. The counselor asks for everyone to promise not to tell who that person is until all children have had a chance to look inside. This is followed by a discussion about why the person they saw is so very important and special. Individual talents or abilities may be identified by others if the individual has trouble verbalizing. Make sure everyone has something special said about them. Physical as well as internal qualities of value may be identified.

Closure:

"Were you surprised to see yourself in the box? How does it feel to see that you are the special person? Is it okay to like yourself?"

Summary:

"As the box was being passed around, I noticed your big smiles. I'm glad to see you're happy to see that you're that special person."

Assignment:

"When you go back to your class, tell one of your classmates that you met a special person, but it's a secret who it is."

Lerner, Rokelle, and Naiditch, Children Are People, Children are People, Inc., Saint Paul, MN., 1985. Used with permission.

Unit: Self-Esteem - Primary

Session 3: Differences Game

Purpose:

Students will be able to identify ways in which each student is unique; and they will begin to feel comfortable with differences.

Materials:

3 x 5 index cards cut into 3 x 1 strips, 20 for each child. These become the tokens.

Introduction:

Begin by saying, "Last week, we looked in our magic box and found that each of us is special. We are special because there is no one exactly like us. We are unique in the way we look, act, think, feel and the things we can or can't do. Even though I am unique, there are things that make me like others. But I am also different from others and that's okay. Today, we're going to play a game called 'Something I've Never Done That Everyone Else Has Done'. In playing this game, think about the things that make you like others and also different."

Activity:

The idea of the game is for the child to think of things they have done that they think everybody, or almost everybody has done. It is important that they say real things. Explain that they will receive tokens by raising their hand and telling something they have never done. The counselor will then ask the rest of the group how many have done it. The child will receive one token from everyone who has done it. (i.e. The child raises his hand and says, "I have never ridden a bicycle." The counselor asks the other members of the group to raise their hands if they have ridden a bicycle. Every child who has ridden a bicycle will give the child who made the statement a token.) Take turns offering statements. Play this game for the entire session, leaving a few minutes to comment on the experience. Emphasize that not only do our likenesses make us special, but also our differences. The object of the tokens is to reward children for their differences instead of making fun (which so often happens in real life).

Closure:

"Did you find someone else who hasn't done the same things that you haven't done? Are we more alike or different from each other? Is it okay to be different?"

Summary:

"You may have found that everyone else has done something that you haven't done yet. That makes you different and unique from the others in the group. Sometimes we're made fun of for being different. But I'd like you to remember that it's okay to be different from others. That makes you a very special person."

Assignment:

"See if you can find someone in your class who has never done something you have done."

Chase, Larry, The Other Side of the Report Card, Scott, Foresman and Company, Glenview, IL, 1975. Used with permission.

Unit: Self Esteem - Primary

Session 4: Puppets Have Feelings, Too

Purpose:

Students will be able to express positive feelings about self.

Materials:

A puppet that is not familiar to the children, tape recorder with microphone, tape.

Introduction:

Begin by saying, "We've been talking about feeling good about ourselves. Today I brought along a friend to meet you. Sometimes when we meet someone new, it can be a little hard to speak. Will you help my friend to get to know you?"

Activity:

Introduce Elmo (the puppet) to the group. Ask Elmo to say hello. Elmo refuses to speak. He acts shy. Ask the children about Elmo's behavior. How is Elmo feeling? When the children realize that Elmo is shy, suggest a game which involves verbalization of positive feelings. Maybe Elmo will feel more comfortable and talk to the group.

Ask the group to pretend that we are making a tape for a radio station. Using a microphone, the counselor will pretend that he/she is an announcer and ask for volunteers to be interviewed. Ask all three or one of the following questions:

1. What do you like about yourself?
2. What do you do well?
3. Have you done something recently that made you feel proud?

After Elmo listens for a while, he agrees to speak. The counselor asks Elmo "What do you like about yourself?" He replies, "I eat popcorn well." As a group, discuss his self image. Play the tape so the children can hear themselves.

Closure:

"Why do you think Elmo was shy at first? What finally made Elmo speak to us? How did it feel to hear yourself on the tape? Did you enjoy the activity."

Summary:

"Part of feeling good about yourself is knowing your likes and dislikes and things you can do."

Assignment:

"Interview someone in your family and ask them the questions you answered on the radio show."

Unit: Self Esteem - Primary

Session 5: The "U" Hide

Purpose:

The students will be able to recognize and express one's own feelings.

Materials:

A bag with a U on it, various dark shapes with short stories written on them (see activity section).

Introduction:

Begin by saying, "We all have things we don't like about ourselves. These things will always be part of our lives, but many times they can become too important and can hold people back from doing or being who they want to be. Many times, if these hidden things are brought out into the light, they look less scary and important and can eve disappear or be changed. Hiding things from others usually doesn't seem to help. In my 'U' bag are some things that we might want to hide from others. Let's take a look and see what we can do about it."

Activity:

The children are given turns to reach inside, take one shape out of the bag, read the little story and talk about what that pretend person could do to stop hiding that specific feeling. (The story could also be read aloud for the child).

Examples of the stories:

1. Tommy got a low grade in spelling. He crumpled it up and hid it in the back of his desk.
2. Susan saw Mary with a new bike. She hoped Mary would fall off and hurt herself and the bike. Susan felt funny the next time she saw Mary.
3. Jim saw a sad movie on television. He felt like crying but tried to hide it so his brother wouldn't see tears.
4. Salley's class was going to give a Thanksgiving play. She had worked very hard on her part, but couldn't remember all the words. The day of the play, Salley did not come to school.
5. Eddie's class was having a party. Eddie was to bring the popcorn. His mom did not have enough money to buy the popcorn. Eddie said he didn't care about any old party anyway.
6. Jack saw Kay drop her dollar. He knew it was Kay's lunch money. He picked it up and put it in his pocket. When the teacher asked if anyone found Kay's dollar, Jack sat quietly.

Lead a discussion which identifies the feeling in each story and then a possible way to stop hiding that specific feeling.

Closure:

"How do you think the children in the stories felt after they were able to get their feelings out? Have you ever tried to hide your feelings? Did it help or not? Have you ever felt scared and tried to hide it? What happened? Lonely? Jealous? Disappointed? etc. How did you feel after you got the feeling out?"

Summary:

"Part of learning to like ourselves is knowing that we all have feelings. Expressing our feelings to others can sometimes help us feel better."

Assignment:

"Notice someone in your classroom this week who has a happy or sad feeling."

Unit: Self Esteem - Primary

Session 6: "Frederick"

Purpose:

Students will identify their individual specialness.

Materials:

Book - Frederick by Leo Lionni (Obtain book from school or public library).

Introduction:

Begin by saying, "We have been talking and sharing about self esteem. We've learned that each of us is special, unique and important. Today I have a story to share with you about a little mouse named Frederick. In our story Frederick and his family also learn that each of us is special and we all have something different to share with the people around us."

Activity:

Read aloud the story Frederick. Center discussion of the book around the theme of uniqueness of an individual and the contribution of that individual to the group. Also discuss the career aspects of the importance of work.

Closure:

"Did you like the story of Frederick? What was unique about Frederick? What did he contribute to his family? Was his contribution something the family needed? (Tangible vs. Intangible needs.) At first Frederick's family was not happy with him, what changed their minds? Did Frederick have a job? How was the work the family did important to them? What if everyone were like Frederick? Who are you most like in this story, Frederick or his family? Has anyone ever been upset with you because you're different? What do you contribute to your family and friends?

Summary:

"Frederick was gifted with the ability to brighten a dreary day. His family didn't appreciate his ability until it was needed. For the past several weeks we have been talking about your uniqueness. You have different skills and feelings and thoughts than others may have. You may feel right now that no one thinks you're special, but it might be that they haven't needed your special talents yet. I don't think Frederick worried about others not liking him. He just waited until he could offer his special talents to his family. You too can be like Frederick and be proud of your specialness."

Assignment:

"When you go back to your classroom, look for ways you can share your specialness with others."

SELF-ESTEEM

Intermediate Unit

Unit: Self-Esteem - Intermediate

Session 1: ME BAG

Purpose:

This activity can be used as an ongoing assignment at the end of each group session. The Me Bag is used to help a child share his uniqueness. The counselor gives each child in the group a lunch bag to decorate in private. No name should be on the bags. A number system can be used so that only the counselor and student knows whose bag is whose. Each week the group will be assigned one item to bring for their Me Bag. Each student needs to work out a way to secretly place his/her item in his/her decorated bag. This can be worked out through the classroom teacher collecting the item or the student bringing it in during a time the group is not meeting.

During the last session or a separate session, as a culminating activity, share the items in the bags and have the group try to guess who the bags belong to.

Suggested items for Me Bags:

One item from the classroom which represents something you like about school.

One item from home which represents something about you.

A picture of a member of your family or a favorite pet.

A paper with a good grade on it.

A picture of your favorite thing to eat, favorite sport, etc.

Unit: Self-Esteem - Intermediate

Session 2: I AM

Purpose:

Students will be able to identify several dimensions of self-concept.

Materials:

Five 3 x 5 index cards for each member of the group, pencils, rubber bands, chalkboard.

Introduction:

Begin by saying, "Today is our first session on self-esteem. We all have something like a picture of ourselves we carry around in our heads which portrays what we are like. We call this picture a self-concept. I hope over the next several weeks that we can take that picture that is in your head and give it some words and life and let others see you the way you see yourself. People who like their pictures of themselves, we say have good self-esteem. People with good self-esteem tend to be more satisfied with life and get along well with others. It is my hope over the next several weeks that you will come to be grateful for just who you are! In our first activity we are going to learn a little about you."

Activity:

Give each group member five 3 x 5 index cards. Tell him/her to make a pile of the five blank cards and to write his answers to the question "Who am I?" on the first card. Tell him to put the completed card on the bottom of the pile so that a blank card is on top. Repeat this process five times - until all students have answered the question five times.

Ask the students to rank their answers from the "I am" they like best to the one they like least. Give them rubber bands and have them band their cards. Collect the packs of cards and mix them up, then redistribute them randomly. Tell students that if they get their own cards back, they are to pretend they belong to someone else. Have each child read the cards he has. Discuss cards in any way you wish for the rest of the session.

Closure:

"What was it like to write "I am" statements? How did you decide to rank your cards? Were you able to guess who the cards belonged to? How? Are there many different people living inside each of us? How does your view of yourself compare with how others might see you?"

Summary:

"Your statements about yourself show us something of the picture you carry inside you. Thank you for sharing that picture with us. It is not always easy to share something about ourselves in a group."

Assignment:

"Try the "I am" statements at home and see if you can learn something new about the self-concept of someone in your family."

Chase, Larry, The Other Side of the Report Card, Scott Foresman and Company, Glenview, Il., 1975. Used with permission.

Unit: Self Esteem - Intermediate

Session 3: Personal Qualities

Purpose:

Students will be able to identify qualities that are important to them.

Materials:

Construction paper cut into small pieces for tokens - distribute 100 tokens to each student. Items worksheet, index cards with item name written on them.

Introduction:

Begin by saying, "Each of us is a lovable person and capable of giving love. We are also competent and capable of performing many tasks. We all have traits and qualities that we like and dislike about ourselves. These will always be part of our lives. Today we're going to auction qualities and traits that you might like to have yourself. You might even find you already possess more of these characteristics than you think."

Activity:

Provide each student with 100 tokens. Announce that the students will have an opportunity to buy some items with their money, but in order to do so, they will have to out-bid everyone else.

Provide each student with a list of items up for sale.

1. love
2. fame
3. $1,000,000
4. intelligence
5. bravery
6. revenge
7. family harmony
8. friends
9. honesty
10. good looks
11. kindness
12. competitiveness
13. good grades
14. stereo
15. happiness
16. sense of humor
17. athletic ability
18. peace
19. own telephone
20. career

Allow them to prioritize the items they wish to bid on and the amounts they wish to bid.

Introduce one item at a time. Listen to the bids. Award the item (a card with the item name written on it) to the highest bidder in exchange for the corresponding number of chips. Continue until items for bid or chips are exhausted.

Closure:

"Did you choose a real object or a quality from the list? Did you choose something you needed or something you wanted? Did you choose things that your parents would want for you? Friends? Self? How did it feel when you won the item? When someone else out bid you? What have you learned from this activity?"

Summary:

"We can't put a price on the qualities that make us unique. There will always be things about ourselves that we can improve, but always keep in mind that you are special just the way you are."

Assignment:

"Bring one item from your classroom that will represent something you like about school."

Unit: Self Esteem - Intermediate

Session 4: Most - Least Like Me

Purpose:

The students will be able to identify unique qualities of individuals.

Materials:

Line drawn on floor (use - masking tape, chalk or string) copy of "Who Am I."

Introduction:

Begin by saying, "In the past sessions we have been identifying qualities of your personalities. These qualities make you a very unique person. Today we will continue to look at traits that make you unique."

Activity:

The counselor will instruct the group to place themselves on the line according to which quality most describes them. Then the counselor will read two opposing qualities i.e. work alone - work with others. Students that prefer to work alone would move themselves to the left end of the line. Students that prefer to work with others would move to the right end of the line.

The counselor will continue to read off opposing qualities allowing time for the students to move to the respective end of the line.

Closure:

"Do all of us have the same qualities? Why? What are some of your qualities? Were there any qualities where you were standing alone? How did that make you feel? What have you learned about yourself?"

Summary:

"You may have found in doing this exercise that you have qualities that make you different. Being different is okay. It makes you a unique individual."

Assignment:

"Bring one item from your home that will represent something about you."

Who Am I?

Work alone	___ ___ ___ ___ ___	Work with others
Worry about grades	___ ___ ___ ___ ___	Do not worry about grades
Read a lot	___ ___ ___ ___ ___	Don't read much
Interested in many things	___ ___ ___ ___ ___	Few interests
Am a leader	___ ___ ___ ___ ___	Am a follower
Dependable	___ ___ ___ ___ ___	Not dependable
Keep my promises	___ ___ ___ ___ ___	Don't keep my promises
Unselfish	___ ___ ___ ___ ___	Selfish
Adventurous	___ ___ ___ ___ ___	Dislike trying new things
Get things done fast	___ ___ ___ ___ ___	Never get things done
Lose temper easily	___ ___ ___ ___ ___	Hardly ever lose temper
Stay at home most of the time	___ ___ ___ ___ ___	Go out quite a bit
Think of others	___ ___ ___ ___ ___	Think mostly of myself
Like people	___ ___ ___ ___ ___	Rather be alone
Like to talk	___ ___ ___ ___ ___	Prefer to listen
Make friends easily	___ ___ ___ ___ ___	Hard to make friends
Like the way I look	___ ___ ___ ___ ___	Do not like the way I look
Have many friends	___ ___ ___ ___ ___	Have few friends
Have good habits	___ ___ ___ ___ ___	Have bad habits
Always fighting	___ ___ ___ ___ ___	Never fighting
Rather be with a group	___ ___ ___ ___ ___	Rather be alone

Unit: Self Esteem - Intermediate

Session 5 and 6: T.V. Commercial for a Special Person

Purpose:

Students will become aware of positive qualities in themselves and others.

Materials:

Pencil, paper, video equipment, chart paper, markers, chalkboard.

Introduction:

Begin by saying, "We can help other people feel good about themselves, and to feel worthy and valuable. When we are being encouragers, we are strengthening our own good qualities. If we feel successful, we are more likely to become successful."

Activity:

With children seated in a circle, discuss the purpose of commercials or advertisements. Direct them to raise their arms at shoulder height, bending their arms from the elbow, to become TV screens with their faces becoming the TV announcers. Have them pretend they are giving a commercial about one of their favorite products, or simple topic i.e. dog food, breakfast cereal, etc.

Divide students into partners, each planning a commercial to advertise the partner's good qualities. Remind them that when a close look is taken, many good things can be observed about a person; and that commericals presuade using positive qualities to publicize a "Product" in a short period of time. After the partners work together the advertisements can be video taped to be shared with the group during the following session. (This activity will probably take two sessions to complete.) If video equipment is not available, students can share within the group.

The following qualities may be listed on a chart or chalkboard for students to refer to in developing their commercials:

Friendly, kind courteous
Intelligent, artistic
Good sport, fair, honest
Funny, fun-loving
Brave, strong, determined
Helpful, encouraging, interesting
Loving, caring, thoughtful
Good worker, industrious, thorough

Renard, Sue, Sockol, Kay, Creative Drama: Enhancing Self-Concepts and Learning, Educational Media Corp. Minneapolis, MN, 1987.

Closure:

"What did you like the most about the activity? Why? How were ads similar? Different? What are some qualities you would like to add to the ones you already have? How could that happen? How did it feel to act as an encourager for someone else?"

Summary:

"We have learned in this group that each of us have unique qualities. By encouraging others in positive ways, it builds our own sense of worth."

Assignment:

"Bring a picture of a member of your family or a favorite pet."

STUDY SKILLS

Intermediate Unit

Unit: Study Skills - Intermediate

Session 2: Concerned vs. Unconcerned Student

Purpose:

To help students recognize what attitudes and behaviors make an ideal student.

Materials:

Notebook paper and pencils.

Introduction:

Begin by saying, "Today we are going to start working on study skills. Sometimes it is hard to understand why we need to do our work and how that could help us. In the next few weeks I hope together we can see ways to improve our study skills. What kind of car do you want when you get older? How much do you think that car will cost? Could you afford that car if you don't have a job? Could you afford it if you worked at a fast food place or bagged groceries? To have a good job, the kind that will give you the car, house, pool you might want, you need to do well now. The habits you learn today will help you do well in the future. You will develop good skills that will carry you into the jobs you want in the future by doing all your work this year. "

Activity:

Describe an ideal student. Discuss how this person would act and look. Ask if the group would want to be friends with a person that was an ideal student. Continue the discussion by talking about the unconcerned student. Discuss how this person would act and look. Ask if the group would want to be friends with this type of person.

Get out a sheet of paper and a pencil. Counselor should draw a line on the board or on a piece of paper.

unconcerned ———————————————————— overconcerned

Discuss the differences between overconcerned and unconcerned. Students, put a number 1 on the line where you see yourself. Put a number 2 on the line where you think that your teacher sees you and number 3 where you think your parent would describe you.

Discuss the difference between 1, 2, and 3. Are 1 and 2 closer or are 2 and 3? Why?

Put an X on the line where you would like to be at the end of this group in 6 weeks.

Closure:

"Is an ideal student always perfect? Can an ideal student make mistakes? What have you learned?"

Summary:

"We have talked about our plans for the future and how working could someday help us reach those goals. Can you think of one thing that you could do now, today, that would make you more of an ideal student and move you closer to where your X is?"

Assignment:

"Select one thing that you could do to move a bit closer to where you want to be. Can you think of something that needs improvement? Try to improve upon it during this week. Share your 'study line' with your parents --- see if they agree with your numbers 1, 2 and 3."

Unit: Study Skills - Intermediate

Sessions 3 - 7: Steps to Better Grades

Purpose:

To help students identify steps to successful study habits.

Materials:

Chart paper -- listing categories and chart paper, listing 7 steps to better grades.

Introduction:

Begin by saying, "Last week we talked about ideal students vs. unconcerned students. Can anyone share with us one step you took to move to more concerned. Did you share your line with your parent? Did they see you as you see yourself?"

Activity:

Tell the students that they are going to begin to learn test-taking skills by identifying problems students often face in preparing and taking tests.

Study Habits at School.
Study Habits at Home.
Test Taking Habits.
Study and Test Taking Attitudes.

Help the students to define these problems and ask them to use these categories to help them think of typical problems for each.

Tell the group that you are about to give them a most prized gift --- your 7 steps to great grades. I can guarantee that if you follow the 7 steps your grades will improve.

1. Have materials ready to work.

2. Follow directions.

3. Make a list of assignments and when they are due.

4. Set a specific time to work.

5. Set a time for completion of the work.

6. Be neat and check the work.

7. Turn the work in --- on time.

Distribute the following assignments on slips of paper. Read each and discuss how they could apply the 7 steps to each subject.

1. Social Studies - Find a newspaper article concerning a local activity and write a summary.
2. Math - Draw pictures that show at least 5 geometric figures. Write a sentence about each one.
3. Science - Collect leaves of 5 different trees and make a display telling what kind of leaves they are and in what parts of the country they can be found.
4. English - Give an oral book report on a book about space.
5. Music - Do a one page report on a musical instrument in an orchestra.

Closure:

"What have you learned today? Look at our two charts. Can you see some study habits you may be stronger or weaker in?"

Summary:

"To be successful in school or your jobs in the future you need to be aware of your strengths and weaknesses. We all need to decide where we can improve and then do it! Using the 7 steps will be a great help if you really want to improve. Remember I can share things with you but only you can decide what you want to do with this information."

Assignments:

"Select one assignment that comes up this week and use as many steps as possible. See if this helps you and let's share next week."

Unit: Study Skills - Intermediate

Session 4

Purpose:

To help students develop solutions to study and test taking problems.

Materials:

1 copy of Checklist of Study and Test Taking Habits for each child, pencils, chart paper, Exam Emergencies.

Introduction:

Begin by saying, "I hope you were able to use the 7 stages we discussed last week. Let's share some different situations and how you were able to use the 7 steps. If you are going to learn anything during our time together, you must be honest with yourself so that you will know where you need help. Today we will be working on a checklist, it will show you your strenghths and weaknesses in studying and taking tests."

Activity:

Distribute sheets, explain procedure, making sure they understand to mark their choices inside the questions. Tell them not to put anything in the blanks on the left side of the questions. When the group is finished, read each item and tell the group how many points each answer is worth. (0 - poor, 1 - fair, 2 - good). Each child needs to total his score for each page. Collect and save for next week.

Tell the students they will be practicing what they have learned by helping other students who are having trouble studying for and taking tests. Read one "exam emergencies" at a time and discuss each. Make sure students understand the cause of the problem and possible solutions for each.

Closure:

"Was it hard to see the problems the students in the situations were having? Why? Why not? Did any situation sound like you or someone you know? Could you use any of the 7 steps we have discussed to help you? Which ones?"

Summary:

"Today we took a check-up on the four components to good student habits. Next week we will graph your results and continue to discuss the information."

Assignments:

"See if you can begin to find your strength and an area you feel needs improvement. Select one assignment this week and continue to use the 7 steps. I know you can do it."

Checklist of Study and Test-Taking Habits

Study Habits at School

__________ 1. My attendance at school is like this.
    ______ I miss some days because I don't feel like coming to school.
    ______ I come every day except when I am sick.
    ______ I often miss school because I don't feel like coming.

__________ 2. When the teacher gives an assignment:
    ______ I write it down on a piece of paper and put it in my book.
    ______ I don't usually write it down.

__________ 3. When I get bored in class:
    ______ I talk to the students near me.
    ______ I try to find something interesting in the subject.
    ______ I do some of my other work.

__________ 4. When I arrive for a class:
    ______ I always have all my materials (books, papers, pencils, etc.)
    ______ I sometimes do not have some of my materials.
    ______ I often do not have some of my materials.

__________ 5. When the teacher is talking:
    ______ I nearly always listen carefully to what he or she is saying.
    ______ I sometimes think about other things.

__________ 6. When there is something I don't understand in class:
    ______ I sometimes ask the teacher or my parents when I get home.
    ______ I usually ask the teacher or my parents when I get home.
    ______ I don't usually ask anybody about it.

__________ 7. When I am absent:
    ______ I don't worry about making up the work.
    ______ I talk to the teacher the next day about the work.
    ______ I wait for the teacher to tell me what I missed.

Total study habits at school score: __________

Study Habits at Home

____________ 1. When I study at home:

- __________ I do not have a regular time for studying.
- __________ I have a regular time for studying.
- __________ I have a regular time for studying but I have trouble sticking to it.

____________ 2. When I have a hard time for studying but I have trouble sticking to it.

- __________ I try my best and ask my parents if I get stuck.
- __________ I try my best

____________ 3. When I am reading and come to words I don't know:

- __________ I usually skip over them.
- __________ I usually look them up in the dictionary.

____________ 4. When I have completed an assignment:

- __________ I look over it briefly.
- __________ I put it away.

____________ 5. I study in a room where:

- __________ The radio and TV are usually off and I am alone.
- __________ The radio and TV are usually off.

____________ 6. If I have no written homework:

- __________ I don't study that night.
- __________ I usually study my class notes or the textbook.
- __________ I sometimes study my class notes or the textbook.

____________ 7. When big tests or exams are coming up:

- __________ I study each subject several days ahead of time and again the night before the exam.
- __________ I study for each exam the night before.
- __________ I only study for the subjects I have low grades in.

Total study habits at home score: ______________________

Test-Taking Habits

________ 1. After I have finished a test:

- ________ I try to be the first to turn it in.
- ________ I use all the time I have left to check.
- ________ I check some of my answers.

________ 2. When I begin a test:

- ________ I pay careful attention to the directions.
- ________ I read the direction quickly.
- ________ I sometimes skip over the directions.

________ 3. When I am not sure of an answer:

- ________ I skip the question.
- ________ I skip the question and come back to it.
- ________ I make a guess right away and go on.

________ 4. For short answer and discussion questions:

- ________ I often run out of time and leave them out.
- ________ I check my spelling and grammar carefully.
- ________ I write quickly to be sure I have enough time to finish.

________ 5. While the class is taking an exam:

- ________ I keep quiet and still to try not to disturb others.
- ________ I sometimes get restless and start whispering to others.
- ________ I keep quiet but I move around a lot in my chair.

________ 6. After I get a quiz or test back:

- ________ I look over the questions I got wrong and save it to study for later tests or exams.
- ________ I correct my answers on the paper or a correction sheet and save it to study for later tests or exams.
- ________ I don't usually save my test papers.

Total Test Taking Habits Score: ________________

Study and Test-Taking Attitudes

________ 1. When I take a test:

________ I just want to get it over with.
________ I try to do the best I can.
________ I do enough to pass.

________ 2. When I am in class:

________ I can usually find something interesting about all my classes.
________ I am usually bored.
________ I find some classes interesting and others boring.

________ 3. This year at school:

________ I just want to get to the next grade.
________ I want to learn things, but I don't want to study much.
________ I want to learn things, but I don't want to study much.

________ 4. When I am with friends:

________ I think they enjoy school most of the time.
________ I think they sometimes enjoy school.
________ I think they don't usually enjoy school.

________ 5. When I am with my parents:

________ I sometimes talk to them about school.
________ I hardly ever talk to them about school.
________ I often talk to them about school.

________ 6. When I think about the future:

________ I have many ideas about what job I would like.
________ I have one or two ideas about what job I would like.
________ I don't think about by future career much.

________ 7. When I think about my goals:

________ I can see how what I learn at school will help me.
________ I don't see how what I learn at school will help me at all.
________ I think some things I learn at school will help me, but other things seem like a waste of time.

Total study and test-taking attitudes score: ________

ANWER SHEET FOR THE CHECKLIST OF STUDY AND TEST TAKING HABITS

Study Habits at School

1. 1, 2, 0
2. 1, 0, 2
3. 0, 2, 1
4. 2, 1, 0
5. 2, 0, 1
6. 1, 2, 0
7. 0, 2, 1

Study Habits at Home

1. 0, 2, 1

2, 2, 1, 0

3. 0, 2, 1
4. 1, 0, 2
5. 2, 1, 0
6. 0, 2, 1
7. 2, 1, 0

Test-Taking Habits

1. 0, 2, 1
2. 2, 0, 1
3. 0, 2, 1
4. 2, 1, 0
5. 1, 0, 2
6. 2, 1, 0
7. 2, 0, 1

Wilson, Natalie Susan, "Preparing for Examinations: A Classroom Guidance Unit," The School Counselor, Vol. 33, No. 4, March, 1986, pgs. 297-305. Used with permission.

CAUSES OF "EXAM EMERGENCY" WORKSHEET

Nervous Nancy

Nancy is close to failing two subjects. She really wants to pass and decides to work much harder. But when she tries to study, something goes wrong. Although she studies every night, she can't seem to keep all that information in her head.

As exam time approaches, Nancy gets more and more nervous. She worries, "How can I pass my exams if I have so much trouble with my regular tests?"

What are some causes of this exam emergency? What are some things Nancy could do to solve it?

Causes:

Solutions:

Football Fred

Fred loves playing football and has just made the team for the first time. He has practice every afternoon after school until 5:00 p.m. When he gets home from practice, he eats dinner and watches some television. He starts his homework at 8:00 p.m.

Now that exam time is near, Fred worries about his grades, which have dropped this year. "I like football better than anything," he thinks. "I don't care how well I do on my exams as long as I pass for the year."

What are some of the causes of this exam emergency? What are some things Fred could do to solve it?

Causes:

Solutions:

Gregory Goofs Off

Gregory is in English class. He talks to the boy behind him, draws race cars on his paper, or looks out he door to see what's happening in the hall. When the teacher calls on him to answer a question, he says, "Huh?" and hopes everybody will laugh.

At lunch, Gregory's friends ask him if he thinks he will pass his examinations. He shrugs his shoulders and says, "I don't care!"

What are some of the causes of this exam emergency? What are some things Gregory could do to solve it?

Causes:

Solutions:

Carolyn Can't Concentrate

Carolyn is failing one subject and is close to failing two others. When she gets home from school in the afternoon, she just doesn't feel like studying. After dinner, she goes to her room to study for exams next week. She turns on the radio and listens to music while she looks at her social studies notes.

The next week, Carolyn is taking her social studies examination. When she looks at the questions, she realizes she doesn't know the answers to many of them. Afterwards, she angrily tells her best friend, "I studied 2 hours and I bet I still failed it!"

What are some of the causes of this exam emergency? What are some things Carolyn could do to solve it?

Causes:

Solutions:

Unit: Study Skills - Intermediate

Session 5: Positive Thinking

Purpose:

To help students recognize the relationship of study habits, test-taking habits and being successful in school.

Materials:

Student copy of checklist list of 7 steps for each.

Activity:

Would someone share a positive experience this week with an assignment. Let's pass out our checklist and a copy of the graph so that we can make a personal picture of our strengths and weaknesses."

Have students record each score and graph information. Discuss highest and lowest areas and what information this might give the students. Discuss how they could apply this knowledge in helping them improve their study skills. Help the students clarify any points that they do not understand.

Have each student tell a part of studying or taking a test that they do not like. Next, the student must make a positive comment about the same task. Some examples are: I hate studying my spelling words . . . I enjoy not getting into trouble for not doing my work. I hate making up the work if I am sick --- I enjoy the good grades without any zeros. Students should see that they can sometimes become saturated with negative thoughts and feelings, they can compensate by making positive statements about the same situation.

Closure:

"We now have a picture of our study habits. It is now up to you to decide what you do with this information. You can either decide to make some changes or stay just where you are today. Remember your dreams --- the car is waiting for you --- but you need to reach out for that goal. After taking the "Checklist of Study and Test-Taking Habits," I learned that ____________________ I was surprised that ____________________. What problems are you working on? What solution may help you?"

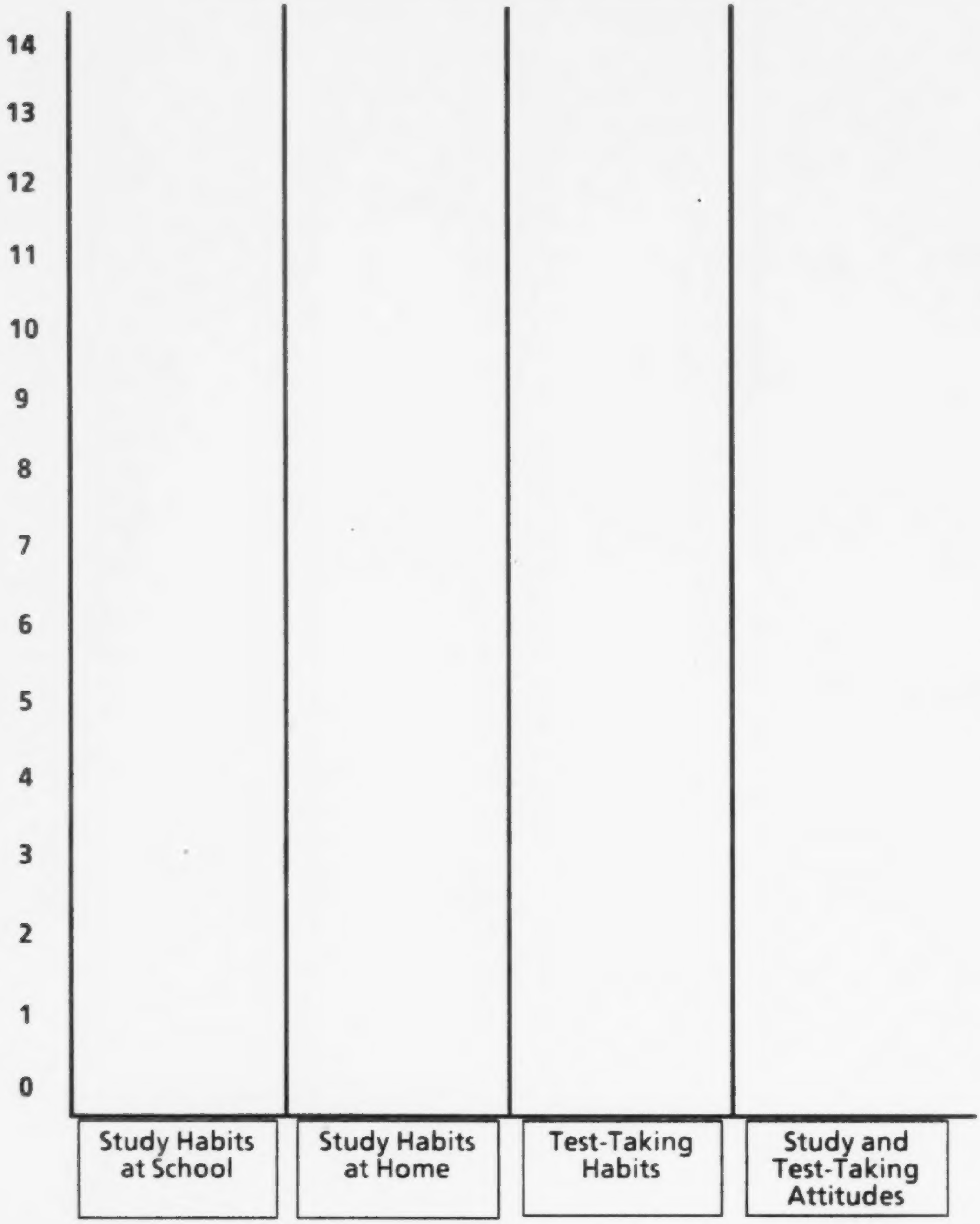
Summary:

"Everyone has different feelings about test taking but almost everyone feels pressure to do well. Seeing what area you need to work on is the first positive step toward doing better and feeling better about yourself. Next week will be our last session, I have planned something very special."

Assignment:

"Share with your parents your graph and checklist. Be able to come back next week with a positive example of a way that you have worked on moving towards your X."

MY STUDY AND TEST TAKING PROFILE



Wilson, Natalie, Susan, "Preparing for Examinations: A Classroom Guidance Unit," The School Counselor, Vol. 33, No. 4, March, 1986, pgs. 297-305. Used with permission.,

Unit: Study Skills - Intermediate

Session 6: Goal Setting

Purpose:

To help students identify steps in goal setting to improve study habits.

Materials:

Pencil, paper, tape

Chart with list of stages

Chart with personal strengths

Introduction:

Begin by saying, "We have covered a lot and I hope you have been able to apply this information to your daily work. I can introduce you to this information but you need to decide how to use the information. We are well into the next grading period. How will your report cards look? If you received your grades today would you be pleased? Would your parents be happy?"

Activity:

Discuss with the group that the past few weeks they have been talking about study habits and making changes. Make sure they understand that this is called goal setting. Discuss that when they have something they care about and they want to make a change they need to be aware of three important facts . . . . .

1. Be clear about your goal

2. Be willing to take action

3. Have some skills to help you

Remind them that they have discussed the skills that could help them change. That they need to be willing to take action and that only they can decide on what goal would be right for them. Have individual students write down a goal dealing with study habits that they hope to work on. Discuss the 7 steps to being successful and discuss the goal each person selected.

Discuss that there are many words that describe strengths - good things about people that you like or that you think help make them successful. Make a list of words or ideas that describe personal strengths that people can have.

Brainstorm words or phrases and list them on the chalkboard or newsprint. You might have some words and phrases already written to expedite the process. If it helps, have the students think of a person's strengths in terms of relationships (friendships, family), skills (competencies that enable a person to do something), school (successful habits and behaviors), attitudes.and experiences.

Here are some examples:

listens to me
understands
accepts me
is tolerant
can be trusted
nice smile
friendly
sense of humor
catches a ball well
says kind things to people
respects others
works hard
does well on tests
studies hard

Help broaden their concepts and ideas about strengths that people have.

Have students get a sheet of paper . . . . write their name on the top . . . . tape to their back . . . . students are allowed to roam the room putting positive comments on each other's back.

Closure:

"Can others sometimes see strengths in us that we do not see? Can we have hidden strengths that can't be seen by others? How? Is it possible to develop new strengths? Will the goals you have set for yourself be difficult to achieve? Why? Why not? If the principal were here today and asked what you learned from our sessions, what would you say?"

Summary:

"We have been learning more about how to be a successful student. We have talked about goal setting and being the best today so that we can achieve the most in the future."

Assignment:

"We can be more successful if we follow the steps to organized study and have a positive attitude about ourselves, school and others. Your final assignment is to look for positive forces in others and take the information and become a person you can be proud of. Reach for the goals --- I know you can do it!"

(May want to send a copy to each parent at the last session (group) meeting.)

Dear Parents:

Your child has been participating in activities designed to improve study habits. Your child has been given a list of good and bad study habits. It is important that you realize the ways in which you can help your child in this area. The following are suggestions for you that have been compiled from various resources.

1. Provide your child with a designated place to study that is quiet, well lit, and free from distractions, such as the T.V., radio, telephone and other people.

2. Encourage your child to have the same time each day set aside for studying. If your child has no specific homework, he/she can use this time to study spelling words, practice math skills, work on extra projects, read a library book or do creative writing. A timer may be helpful to learn to allocate time wisely.

3. Encourage your child to be well organized by using a calendar or study schedule to plan study times.

4. Provide your child with necessary materials (such as: paper, pencils, ruler, dictionary). Encourage him/her to keep their materials in a special place. It may help your child to have a book bag or brief case to transport his/her materials to and from school. This is a tool to help your child learn responsibility for his/her possessions and work.

5. Your child has been encouraged to use a homework assignment notebook on a daily basis. Your child should use this notebook to record assignments and to help schedule study time. This is another technique for giving your child responsibility for his/her work.

6. It is appropriate for you to give your child support and encouragement and to answer brief questions. It is not advisable to become too involved in helping your child with homework on a regular basis. If your child seems to be having frequent difficulties with assignments, you should contact the teacher. Please keep in mind that homework is your child's responsibility and will benefit him/her the most if he/she does it alone! Be aware that sometimes a child's plea for help with homework is really a request for attention. If you think this might be happening with your child, it would be more beneficial for both of you to give needed attention at another time, when school work is not the major emphasis.

7. Many experts believe that children learn academic responsibility by understanding, and sometimes experiencing, the consequences of their behavior (such as forgetting homework and as a result, getting a poor grade). While a parent's desire to help and protect a child from negative academic experiences is commendable, in the long run, it is usually more beneficial to allow your child to face the consequences of his/her actions, rather than being "rescued" too often.

*Remember parents - you went through elementary school already. It is not necessary for you to go through it again!

WEIGHT CONTROL

Intermediate Unit

Unit: Weight Control - Intermediate

Session 2: Food, Exercise and Personal Appearance

Purpose:

Students will identify personal preferences in foods, exercise and personal appearance.

Materials:

Feelings and Thought survey, pencils

Introduction:

Begin by saying, "Thomas Edison, the famous inventor, once said, 'If we did all the things that we were capable of doing, we would literally astonish ourselves.' Mr. Edison's statement can be applied to your level of wellness. You can help to get and keep yourself healthy."

"The focus of this group on wellness will deal with weight control. Poor diet patterns can cause problems with disease such as heart attacks, strokes, tooth decay, headaches, allergies and many others. Some of these diseases may take years to develop and so you may not see any concern for the problem right now. But, you also may be feeling the effect of poor health right now when you need to stop and rest and take a deep breath while the other children continue running. Or you may not feel so good about the way you look. Or it may concern you that you seem to grab food to eat when you're nervous about a test. many of us misuse food which can have lasting effects on our wellness. Also, maybe it feels terrible inside when people call you name, like 'fatso' or 'toothpick' or other names."

"In this group we are going to talk about good nutrition, reasons behind our poor use of food, and ways to control food. I hope by the end of this group you will be astonished and pleased, like Mr. Edison said, that you are capable of controlling your weight."

"First, I would like you to become aware of where you are concerning food and exercise. The survey I'm giving you has some questions about both areas."

Activity:

Distribute the survey. Allow students time to fill in blanks. Lead a discussion emphasizing areas where students have made positive choices of healthy foods or forms of exercising. Discuss physical appearance which can be changed and areas which cannot be changed. Keep the discussion on a positive note showing areas where they use good judgement.

Closure:

"Is it okay for us to have different physical appearances? Why or why not? What can you see about your eating habits from this survey? How do you feel after eating some of the foods on your list? (light, heavy, faster, sluggish, sleepy, bogged down, etc.) What might your body be telling you? How do you feel after the exercise you listed? (tired, brighter, happier, energetic, hurting, etc.) What might your body be telling you?"

Summary:

"Becoming aware of your body, what you put into it, how it feels and moves can be a key in helping you to take control of your weight."

Assignment:

"Try checking with your body this week after eating and exercising to see what it tells you."

FOOD AND EXERCISE: FEELINGS AND THOUGHTS

1. List three of your favorite foods.

   ____________________ ____________________ ____________________

2. List three foods you dislike.

   ____________________ ____________________ ____________________

3. If you eat school lunch, what are your favorite lunch foods.

   ____________________ ____________________ ____________________

4. Do you eat snacks when you come home from school?

   ________ yes ________ no

5. If you eat snacks, what are your favorites.

   ____

6. From each food listing below, put down the food from that list you eat the most.

   A. Fruit juices ________________________________
   B. Fresh fruit ________________________________
   C. Fresh Vegetables ___________________________
   D. Cheese ____________________________________
   E. Cereal ____________________________________
   F. Bread _____________________________________

7. Do you eat when you don't have anything else to do?

   ________ yes ________ no

8. Do you have to eat everything on your plate at meal time?

   ________ yes ________ no

9. Do you eat in front of the T.V.?

   ________ yes ________ no

10. One thing I like about my appearance is:

____

11. My favorite exercise is: (bicycle riding, walking, swimming, running, dancing, baton twirling, baseball, etc.)

____

12. Where do I get the most exercise (at school, home, in the park, at a friends, etc.)

____

13. If I could change something about my physical appearance, it would be:

____

14. Who can help me stay in shape:

____

15. Do you keep on eating even though you are full?

________ yes ________ no

Unit: Weight Control

Session 2: Labels

Purpose:

The students will be able to read nutrition information on food labels.

Materials:

Labels from cans of soup, cereal, candy, frozen or canned vegetables - xerox copies if not enough labels.

Introduction:

Begin by saying, "The phrase 'you are what you eat' is quite true. What you eat can have a lot to do with the way you feel and the way your hair, teeth, nails and complexion look. No single item can supply you with the vitamin and minerals you need. The best way to make sure you get what your body requires is to eat food each day from the four major food groups. The four food groups are: dairy foods, meats, breads and cereals, and fruits and vegetables."

"The vitamins and minerals from these groups are turned into fuel for your body. We call this food fuel - calories. Calories are necessary to give our bodies energy. Calories are not bad! Just like a car needs fuel to make it run, our bodies need calories. But if we overfill a car with fuel, it will overflow and make a mess. If we overfill our bodies with calories, our bodies will become unhealthy and you will become overweight. If we don't give our bodies enough calories, it will become sluggish and we will become tired and underweight."

"We will be examining labels today to help us identify the nutritional value of different types of foods, how many calories are found in these foods and then see if we can balance these so to receive many different vitamins and minerals."

Activity;

The counselor passes out food labels to each student. Discuss with students the nutritional information found on the labels. (Be sure to stress with students that they don't need to give up their favorite foods or all sweets, but they need to become aware of calories intake and working towards balancing their diets.)

Closure:

"Which label contains the most fat? Vitamin C? etc. Does the label help with planning a nutritional meal? How? How would your body feel if it were being fed nutritionally balanced meals? Are all your favorite foods bad for you? (Only if they are not within a nutritionally balanced diet and only if the calories taken in from eating them are not balanced with energy put out."

Summary:

"Reading package labels can help us make wise decisions in choosing food to meet our nutritional needs. Remember eating a balanced diet is important."

Assignment:

"Tonight, read a label from one of your favorite foods with a member of your family."

Unit: Weight Control - Intermediate

Session 3: Moving On

Purpose:

Students will be able to identify the health benefits of exercise.

Materials:

Optional: Calorie Burn-Off chart, balloons.

Introduction:

Begin by saying, "Everything about our bodies is moving. If you think of the organs in your body, each of them have a special movement. The heart pumps, the lungs expand and contract. Even your blood flows and your lips move. Our bodies were born to move. When we move our bodies, we channel energy into them. When we stop our bodies from moving we can become ill or depressed. Our bodies are like a river. When the river stops moving, it is useful and cleans itself. But if the river stops moving, it becomes a stagnant pool, full of pond scum."

"Exercise is a form of movement. Exercise has many benefits. It helps us to resist diseases, controls weight gain and can even help us feel better about ourselves. Exercise is also fun. It can help make friends when we play together or join in a game with others."

"Today, I want to emphasize the benefit of exercise when it has to do with weight control. You have already learned that food is fuel for our bodies. Our bodies turn that fuel into what we call calories. When our bodies move, we then burn or use up those calories. When our bodies move, we then burn or use up those calories. If we do not burn off the calories, then they are stored in our bodies as fat cells. So it is a constant cycle of taking in and burning off calories. We don't have to be on a diet to control weight. All we need do is be conscious to burn off the calories that we take into our bodies. However, burning off calories is different for lean or thin people and fat people. Lean people who exercise may feel more hungry after they exercise, but that is okay. Their bodies will continue to burn off the calories they are taking in. With overweight people, they should not over exercise. Moderate exercise will help burn off the stored fat cells in their body. If they over exercise, it tends to increase their appetite which will not burn off those stored fat cells - which will help them lose weight. So if you are overweight don't try to get outside and kill yourself exercising. Just get moving and enjoy."

"To demonstrate today that exercise is moving and should be fun we're going to take a balloon walk."

Activity:

Go for a balloon walk. Start anywhere with a sturdy balloon and some extras. Blow up the balloon, then release it, letting it shoot wherever it goes. After the balloon lands, walk to that place. Then do the process again - blow up the balloon, release it, walk to where it lands.

You may also add something specific to do at each place the balloon lands, such as touching your toes or jumping into the air.

Continue as time permits.

Closure:

"Did you enjoy the balloon walk? Did you feel as though you were exercising? (Well you were because you were moving!) Can you think of other fun activities that would burn calories? How do you feel after doing this activity? (Happy, relaxed, energized?)"

Summary:

"Exercising is movement. Being in motion helps us burn calories which can help us control our weight. Sometimes we take exercising entirely to serious and we think we can't do it. Begin to think of exercise as movement and be creative and have fun with it."

Assignment:

"Think of one form of movement that is fun for you this week and try it out."

Travis, John W., M.D., Ryan, Regina Sara, Wellness Workbook, 2nd Ed., Ten Speed Press, Berkley, CA, 1981.

MINUTES OF ACTIVITY

[illegible]	[illegible]				
Apple, large (101 calories)	19	12	9	5	78
Bacon, 2 strips (96)	18	12	9	5	74
Banana, small (88)	17	11	8	4	68
Beans, green, 1 cup (27)	5	3	2	1	21
Beer, 1 glass (114)	22	14	10	6	88
Bread and butter (78)	15	10	7	4	60
Cake, 2-layer, 1 piece (365)	68	43	32	18	281
Carrot, raw (42)	8	5	4	2	32
Cereal, dry with ½ cup milk and sugar (200)	38	24	18	10	154
Cheese, cottage, 1 tbsp. (17)	3	2	2	1	13
Chicken, ½ breast, fried (232)	45	28	21	12	178
Cookie, chocolate chip (51)	10	6	5	3	39
Doughnut (151)	29	18	13	8	116
Egg, boiled (77)	15	9	7	4	59
Egg, fried (110)	21	13	10	6	85
Ham, 2 slices (167)	32	20	15	9	128
Ice cream, ⅙ qt. (193)	37	24	17	10	148
Ice milk, ⅙ qt. (144)	28	18	13	7	111
Milk, 1 glass (166)	32	20	15	9	128
Milk, skim, 1 glass (81)	16	10	7	4	62
Orange, medium (68)	13	8	6	4	52
Peach, medium (46)	9	6	4	2	35
Peas, green, ½ cup (56)	11	7	5	3	43
Pie, apple, ⅙ (377)	73	46	34	19	290
Pizza, cheese, ⅙ (280)	54	34	25	14	215
Pork chop (314)	60	38	28	16	242
Sandwiches:					
Club (590)	113	72	53	30	454
Hamburger (350)	67	43	31	18	269
Roast beef with gravy (430)	83	52	38	22	331
Tuna salad (278)	53	34	25	14	214
Shrimp, fried, 6 med. (180)	35	22	16	9	136
Soda pop, 1 glass (106)	20	13	9	5	82
Spaghetti, 1 serving (396)	76	48	35	20	305
Steak, T-bone (235)	45	29	21	12	181

Unit: Weight Control - Intermediate

Session 4: Balancing Game

Purpose:

The students will be able to understand the importance of balancing the intake of food and the expenditure of energy.

Materials:

Balance game sheet for each student, food cards, exercise cards (see the attached sheet).

Introduction:

Begin by saying, "There are many things in life we balance. We balance our playtime, our worktime, our study time our quiet time. We must also balance the amount of food we eat with the amount with the amount of calories than we burn it will cause excess weight which we call fat. On the other hand if we burn more calories than we take in we lose necessary body fat and become underweight. Both overweight and underweight can cause unnecessary health problems and risk. Thus, we seek to balance our calorie intake with our calorie burning to reach our ideal weight. During the time we will be spending together today we will be playing a game that will compare the food we take with the calories we burn."

Activities:

Explain to the members of the group that there will be no winners or losers. The purpose of the game will be for them to see how the food we eat contains a certain amount of calories and that exercise "burns up" the calories. The goal of the game is to balance the calories. Give everyone in the group a game sheet. Place the food and the exercise cards in the middle of the group. Have each member draw one food and one exercise card and record the food card in the food column and and the exercise card under the exercise column. Stop the game after four rounds have been played. Have each student add the total number in each column. Then have the members draw a representation of their calories in the calories out at the bottom of the game sheet.

Closure:

"Why is it important to eat balance meals? Why is it important to exercise? On your game sheet did your scale balance? Unbalance? Why? Why not? What do you feel you must do to balance your game sheet? What have you learned about food and exercise?"

Summary:

"We now know that good nutrition and health are based on the amount of calories we take and the amount of calories we burn up. Through exercise we must be careful to choose what we eat and the amount we eat."

Assignment:

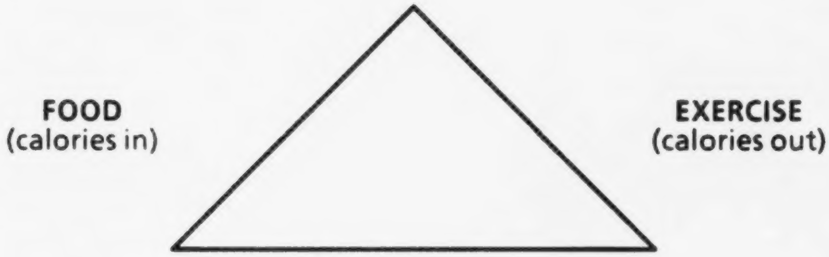
"In the coming week balance your food intake with exercises."

BALANCE GAME SHEET

Name ______________________

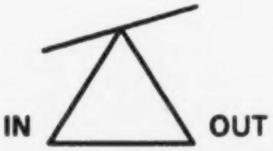
FOOD (calories in)	EXERCISE (calories out)
1. ______________________	1. ______________________
2. ______________________	2. ______________________
3. ______________________	3. ______________________
4. ______________________	4. ______________________
Total ______________________	Total ______________________

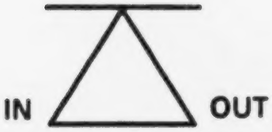
Draw a "Balance" showing the calories in and calories out (see examples below).

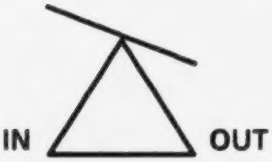

FOOD
(calories in)
EXERCISE
(calories out)

Examples:

Figures







Landy, Lois, Child Support Through Small Group Counseling, Savannah, 1984. Used with permission.

THE BALANCE GAME CARDS

FOOD (calories in)		**EXERCISE** (calories out)	
french fries	220	sitting	100
one brownie	85	standing	140
cupcake	90	housework	180
corn flakes	100	planting flowers	220
chocolate milk	145	riding bike	210
four cookies	500	walking	210
danish pastry	275	canoe trip	230
ice cream	400	playing golf	240
lasagna dinner	450	bowling	260
breakfast	400	swimming	300
slice of apple pie	450	horseback riding	350
pizza	385	dancing	350
pork spareribs	790	ping-pong game	360
lemonade	216	tennis	420
filet of flounder	230	running	900
macaroni	192	sleeping	80
fried shrimp	190	mowing	270
raisins	419	ice skating	400
two oranges	142	digging a ditch	400
chicken salad	200	skiing	600
yogurt	130	chopping wood	400
spaghetti	210	water skiing	480
ham	318	soccer	400
one grapefruit	80	cleaning room	150
corn chips	230	jumping rope	550

Landy, Lois, Child Support Through Small Group Counseling, Savannah, 1984. Used with permission.

Unit: Weight Control

Session 6: Wheel of Wellness

Purpose:

The students will be able to distinguish good health habits vs. bad health habits.

Materials:

Wheel of Wellness spinner (or counselor can make own game cards), Golden Pot of Wellness game sheet, game pieces (can be buttons, coins, pictures of fruits).

Introduction:

Begin by saying, "Healthy people remain healthy by eating a variety of foods, maintaining their ideal weight, avoiding too much fat, and having low sugar and salt intake. Healty people also avoid substance abuse of drugs and alcohol. Balanced nutrition along will not insure a healthy person. It is necessary to balance our intake of calories with our expenditure of energy - exercise."

"We will play a game today that summarizes a lot we have been talking about in this unit."

Activity:

Each student places his game piece on the Golden Pot of Wellness game sheet. By taking turns spinning the spinner on the Wheel of Wellness the student moves forward the number of spaces indicated by the plus sign or backward the number of spaces indicated by the minus sign. The student who reaches the Golden Pot of Wellness first, wins.

Closure:

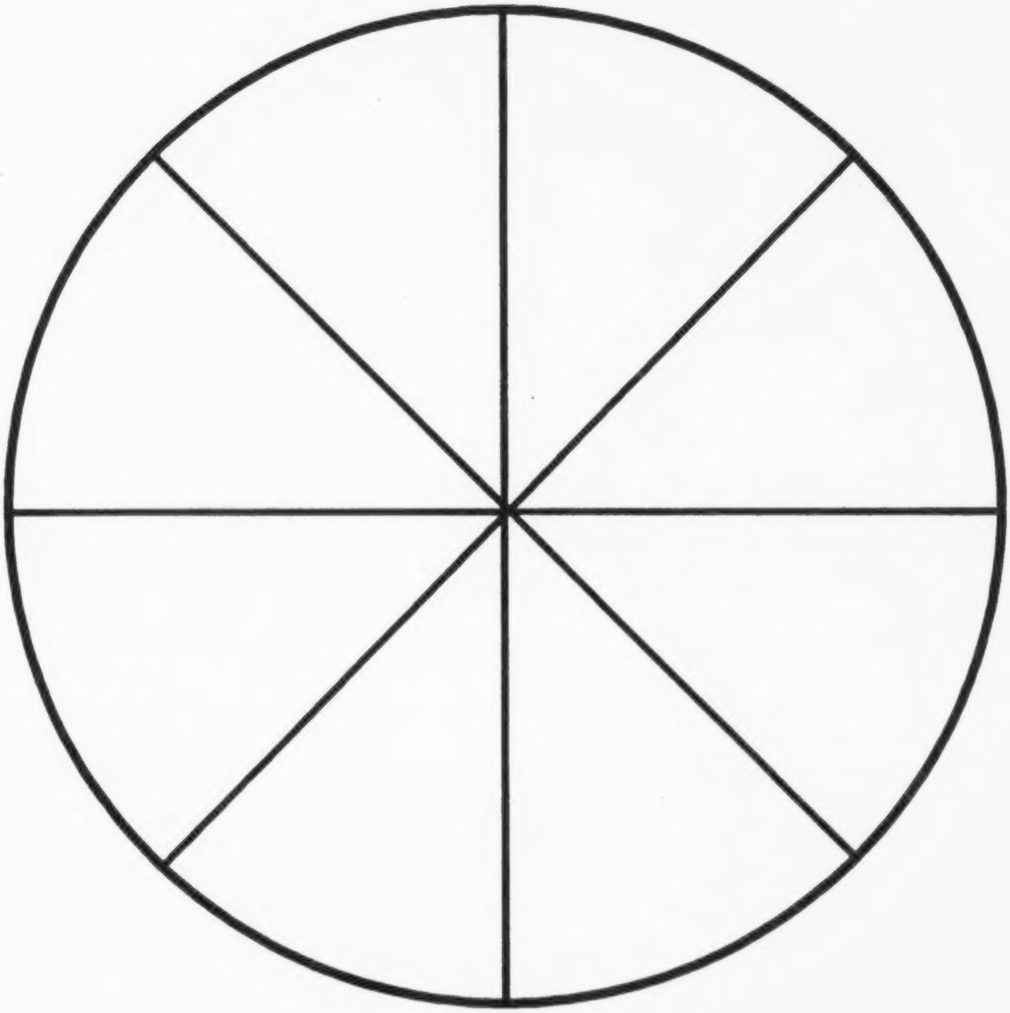
"The wheel shows bicycling and dancing as forms of exercise. What kinds of exercise do you enjoy? Why did candy and drug abuse have minus signs in the game? Can you think of other things that harm your body? What food items can improve your health? What healthy snacks can replace candy?"

Summary:

"We can now determine a balanced diet alone will not lead us to perfect health. It takes a balanced diet along with exercise and proper eating habits. Poor eating habits along with abuse of drugs and non-activity keeps us from being healthy."

"You are capable of taking control of your good health. You do not need to punish yourself for being overweight or underweight. You do not need to go on a diet where you starve yourself. You have good nutritional information now which can guide you in choosing what you eat and how much you eat. You can be creative in how you play and exercise. It is possible for you to feel good about your body."

WHEEL OF WELLNESS



BIBLIOGRAPHY

Alachua County Public Schools Developmental Guidance Plan, Dr. Wiley Dixon, Supervisor of Guidance, Alachua County, Florida.

Bowman, Robert, Ph.D., Keep Peering Ahead! A Resource Manual of Selected Articles and Activities on: Small Group Guidance and Counseling and Peer Facilitator Programs for Grades K-12.

Buscaglia, Leo, The Fall of Freddic the Leaf, Holt, Rinehart and Winston, New York, New York 1982.

Canfield, Jack, Wells, Harold, 100 Ways to Enhance Self-Concept in the Classroom, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1976.

Chase, Larry, The Other Side of the Report Card, Scott Foresman & Company, Glenview, IL, 1975.

Curriculum for Elementary Guidance: Positive Habits and Attitudes, Orange County Public Schools, 1981-82.

District Articulation Plan, Orange County Public Schools, Primary Section.

Elementary Guidance Curriculum, Brevard County Public Schools.

Farnette, Cherrie, Forte, Imogene, Loss, Barbara, I've Got Me and I'm Glad, Incentive Publications, Inc., Nashville, Tennessee, 1977.

FDLRS/Action Center, Creme de la Creme, Vol. 1, March, 1976.

Hammond, Janice M. Ph.D., Group Counseling for Children of Divorce, Cranbrook Publishing Company, Ann Arbor, Michigan, 1981.

Hart, John, "Personality Fitness Training For Youth," Institute for the Study of Personal Intelligence, Los Angeles, California, (Distributed at AACD convention, Boston, 1989).

Lerner, Rokelle, Naiditch, Barbara, Children Are People, Children are People, Inc., Saint Paul, MN., 1985.

Landy, Lois, Child Support Through Through Small Group Counseling, Suvannah, 1984.

Kreidler, Williams, Creative Conflict Resolution, Scott, Foresman & Co., Glenview, Ill., 1984.

Lionni, Leo, Frederick, Pantheon, N.Y., N.Y., 1967.

Locke, Don, "Fostering the Self-Esteem of African-American Children", Elementary School guidance and Counseling Journal, Vol. 23, No. 4, April 1989, pg. 257.

McElmurry, Mary Anne, Belonging, Kino Publications, Tucson, Arizona, 1982.

McElmurry, Mary Anne, Caring, Good Apple, Inc., Carthage, Illinois, 1981.

Morrison, Kenneth, Thompson, Marcia, Feeling Good About Me, Educational Media Corporation, Minneapolis, Minnesota, 1980.

Myrick, Robert D., Ph.D., Developmental Guidance and Counseling: A Practical Approach, Minneapolis, Minnesota, 1987.

Myrick, Robert, Bowman, Robert, Becoming a Friendly Helper: A Handbook For Student Facilitators, Educational Media Corporation, Minneapolis, Minnesota, 1981.

Myrick, Robert, Bowman, Robert, Teaching Students to Become Friendly Helpers, Educational Media Corporation, Minneaplois, Minnesota, 1981.

Palomares, Uvaldo Ed.D., Logan, Ben, M.S., A Curriculum on Conflict Management, Human Development Training Institute, 1975.

Pemberton, Donald, "Counseling Children in Groups," Pinellas County Public Schools, 1983.

Raines, Linda, "Puppets: A Helping Hand for Counselors," Pinellas County, Madeira Beach Elementary.

Renard, Sue, Sockol, Kay, Creative Drama: Enhancing Self-Concepts and Learning, Educational Media Corporation, Minneaplois, Minnesota, 1987.

Schmidt, Fran, Friedman, Alice, Creative Conflict Solving for Kids, Grace Contrino Abrams Peace Education Foundation, Inc., Miami, Florida, 1985.

Travis, John W., M.D., Ryan, Regina, Sara, Wellness Workbook, 2nd Edition, Ten Speed Press, Berkeley, California, 1981.

Treat, Carol Lou, Bormaster, Jeff, TLC: Talking, Listening, Communicating, 1978.

Viorst, Judith, The Tenth Good Thing About Barney, Atheneum, 1971.

Wickers, Frank, "The Misbehavior Reaction Checklist," Elementary School Guidance and Counseling Journal, Vol. 23, No. 1, October, 1988, pg. 70-73.

Wilson, Natalie Susan, "Preparing for Examinations: A Classroom Guidance Unit," The School Counselor, Vol. 33, No. 4, March, 1986, pg. 297-305.

KIDS AND DIVORCE

PRIMARY UNIT

Note: A valuable resource is your school's media center. It should be very beneficial for you to check out those resources that include children's literature, parent information, and film strips. An annotated bibliography is included in this unit.

INTRODUCTION

FOR YOUR INFORMATION . . . . "What the research says"

While the period of mourning for children of divorce is not as intense as when a parent dies, it nevertheless follows the same stages as when any loss occurs. You can anticipate denial, grief, anger and guilt, as well as many other emotions such as embarrassment, abandonment, insecurity, jealousy, and loneliness. It is common for children to blame themselves for their parents' divorce - which allows them to belive if they caused it, then they also possess the power to convince their parents to reconcile. Children are often infuriated when they are neglected by the noncustodial parent and find it difficult to understand his/her absence at important times in their lives. Children may question whether they will want to marry in the future. They may feel insecure about their own lovability and their ability to sustain a lasting marriage.

The role of hte school counselor is the same as for any experience that interferes with learning - interventions need to occur. Even if the reasons for all these feelings are unfounded, the emotions are still real to the children experiencing them. They must learn to come to terms with the way they are feeling or it could lead to concrete behavioral problems that will affect the learning process. Because children spend more time in school than anywhere else, school is the logical place for providing services to help children cope with their parents' separation and divorce.

According to a study done by Tedder, Schuerman, and Wantz (1987), the counselor must focus on three issues: (a) Helping children understand and cope with their feelings; helping children understand what is happening in their families and why, and (c) guiding children toward decisions about what to do and when to do it.

Based on this research, the following goals were formuulated for this unit on helping students cope with divorce:

1. To clarify students' feelings about their parents divorce (i.e. guilt, denial, fear, anger, rejection).

2. To help students understand that others share similar feelings and experiences.

3. To help students gain a realistic picture of the situation.

4. To provide opportunities for children to use positive communication and coping skills to be used throughout their lives.

The following unit provides students an opporutnity to share feelings, concerns, and coping skills with others who are experiencing similar situations. Through these sharing experiences, the children will hopefully learn to accept and relate with their families' situation in positive ways and be better prepared to handle other life crises.

Included in this unit is a parent letter that counselors may want to use. Many times parents feel insecure about this group. It is important to make them aware that we are offering this activity to their child.

SAMPLE PARENT LETTER

Dear Parents,

Your child has been selected to participate in a small guidance group that will meet once a week in the counselor's office. All of the children in this group are from families that have experienced or are experiencing a divorce. Many times experiencing a divorce in a family can be a difficult time for all members of the family. We would like to offer your child an opportunity to deal with some of the feelings that he/she may be having as a result of the changes the family has gone through.

If you feel you would like your child to participate in this group, please sign and return this letter to the school guidance counselor. Please do not hesitate to call if you have questions about the group.

Sincerely,

I give my permission for ______________________ to participate in the divorce group.

____
Parent Signature

____
Date

Unit: Kids and Divorce - Primary

Session II: Feelings

Purpose:

To help students understand that even though they are unique, others share the same feelings.

Materials:

Chart paper, marker of chalkboard and chalk
Faces and Feelings sheet
Duso - "Red and White Bluebird" - can be used as follow-up
Happy Face - Sad Face sheets

Introduction:

Begin by asking, "Are you exactly like somebody else? . . . That's right, there is no one else just like you, but you can have some of the same feelings. You can feel happy - sad, pleasant - unpleasant. Can you think of a time you felt happy-pleasant? Sad - unpleasant?

Activity:

1. "Today, we want to talk about feelings. Close your eyes and let's name how you feel sometimes.

   Write these feeling words on chart paper or chalkboard.

2. "Who wants to volunteer to make faces that will match our feeling words?" Let the whole class match faces with the word.

3. Worksheets

   Activities from p. 15 - "Curriculum for Small Group Counseling."
   Faces and Feelings - 1st grade
   Happy Face - Sad Face - 2nd grade

Closure:

"What are ways you can show others how you feel? Do you like feeling pleasant-happy or unpleasant-sad? Should you try and make others feel good? What can you do?

Summary:

Remember, all of us have feelings, and all of us can get our feelings hurt. We need to remember that the thing we say and they way we act really does affect us and others.

Assignment:

Find old magazines and cut out feeling pictures. Bring them to our next session. We will discuss and share.

FACES AND FEELINGS

IT'S P.E. TIME

SOMEONE TRIPS ME

I AM NOT INVITED TO A PARTY

I GET AN AWARD

I MEET SOMEONE NEW

I TAKE A TEST

I CAN'T GO SKATING

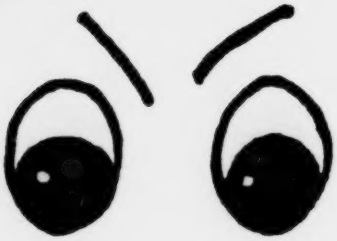
I GET A PET

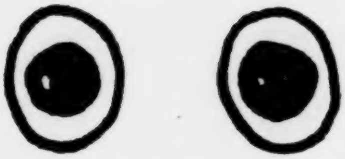
A Happy Face - A Sad Face

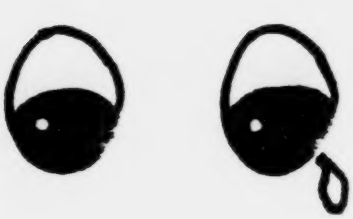
Everyone feels happy sometimes and sad sometimes.

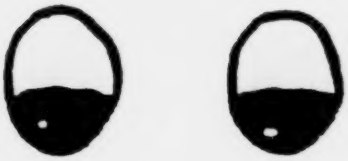
Make one happy face and one sad face. Draw in the hair and nose. Then cut out a set of eyes and mouth from the following page to paste on the faces. On the back of the paper write down some things that make you feel sad and some things that make you feel happy.

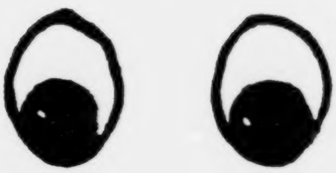
A Happy Face - A Sad Face

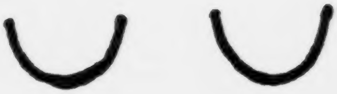


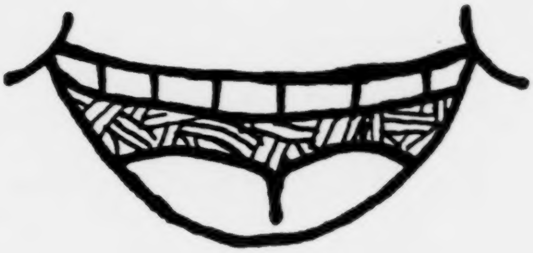


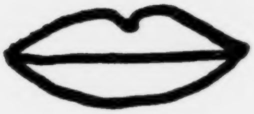


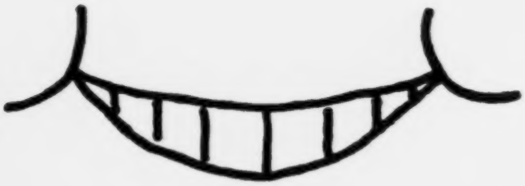


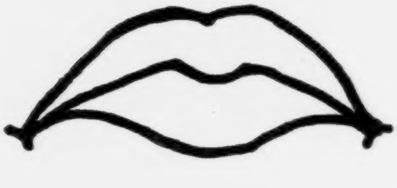












Unit: Kids and Divorce - Primary

Session III: Feelings About Family Changes

Purpose:

To allow students a chance to share, and clarify their feelings about divorce.

Materials:

Books
My Mom and Dad Are Getting a Divorce
Dinosaurs Divorce

Filmstrip & Cassette
Dinosaurs Divorce

Worksheets
Blank thermometers and red crayon/pencil
Dear Abby Letter and Dear Abby Box (covered shoebox)

Introduction:

Begin by saying, "We have already discussed feelings. Who can remember the ones we discussed last week?" Review pleasant-happy, unpleasant-sad if the students have forgotten. "Let's talk about how you feel now that your parents are divorced."

Activity:

1. Read Dinosaurs Divorce to group. Discuss and allow students time to share feelings. (Get book from Media Center or borrow it from another counselor).

2. Use blank thermometers - have student answer each question by coloring in the thermometer. (Choose 4 from the list).
   a. Your brother is fun to be with.
   b. Your parents blame you for something you didn't do.
   c. Your parents live in different houses.
   d. You just got a new bike.
   e. Your dad forgot your birthday.
   f. Mom did not come to your school play.
   g. Your parents are getting a divorce.
   h. Your sister lets you play with her.

Allow each student time to share their colored thermometers.

3. Show filmstrip with cassette - Dinosaurs Divorce. Discuss feelings that a child might experience. List on the chalkboard other situations that might make you feel the same way. (ex., sad . . . you fall and scrape your knee).

Closure:

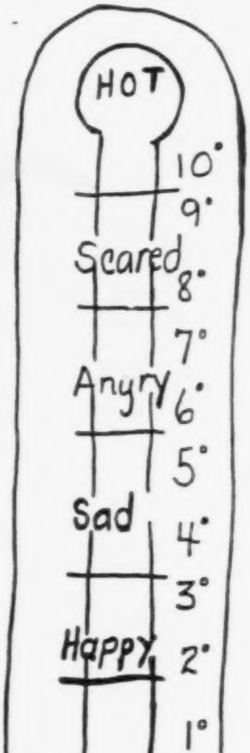
"Did you see some of your classmates in this group who are having some of the same feelings as you? Do we only have these feelings because our parents are divorced? Do you think your parents may be having some of these feelings?"

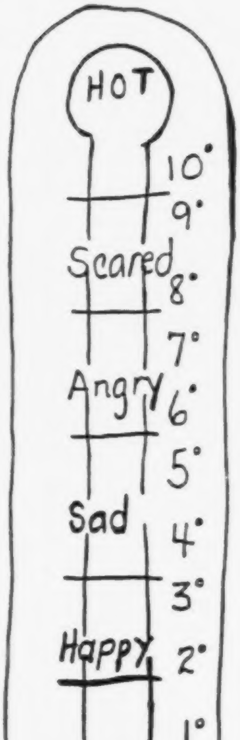
Summary:

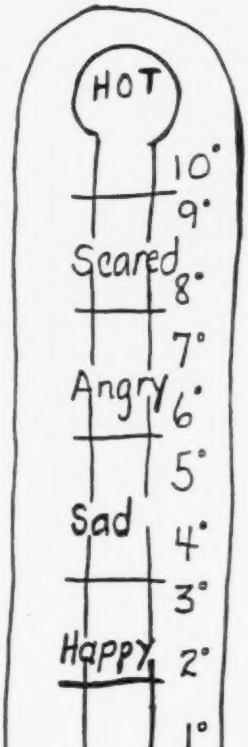
"Sharing and talking about how we feel can make us feel better. It allows us to share, to get help and to help others."

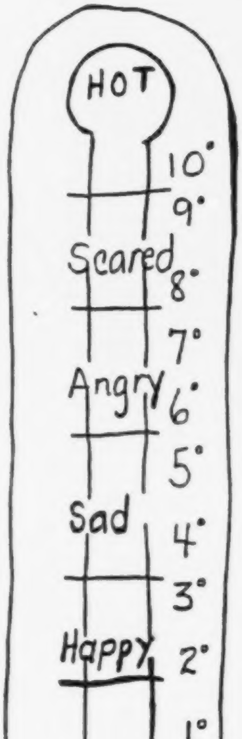
Assignment:

Take your thermometers home, talk with your family about feelings you are experiencing. Ask your parents if they are having some of the same feelings.


HOT
10°
9°
Scared
8°
7°
Angry
6°
5°
Sad
4°
3°
Happy
2°
1°
Content
0°
COLD


HOT
10°
9°
Scared
8°
7°
Angry
6°
5°
Sad
4°
3°
Happy
2°
1°
Content
0°
COLD


HOT
10°
9°
Scared
8°
7°
Angry
6°
5°
Sad
4°
3°
Happy
2°
1°
Content
0°
COLD


HOT
10°
9°
Scared
8°
7°
Angry
6°
5°
Sad
4°
3°
Happy
2°
1°
Content
0°
COLD

DATE____________________

Dear Abby,

Unit: Kids and Divorce - Primary

Session IV: Pictures to Stimulate Discussion About Divorce

Purpose:

To allow students an opportunity to share feelings about divorce after looking at pictures.

Materials:

Set of drawings from following three pages. Blank drawing paper and pencil.

Introduction:

Ask the children to share something pleasant that has happened since the last meeting.

Activity:

Explain to the children, "Today we will be looking at some pictures that show families together." Allow time to discuss what the children think is happening in each picture.

After discussing what they think is happening in each picture, again show the pictures. Ask the children to draw a picture of a time when they felt similar to the children in the pictures. Students will explain their pictures.

Closure:

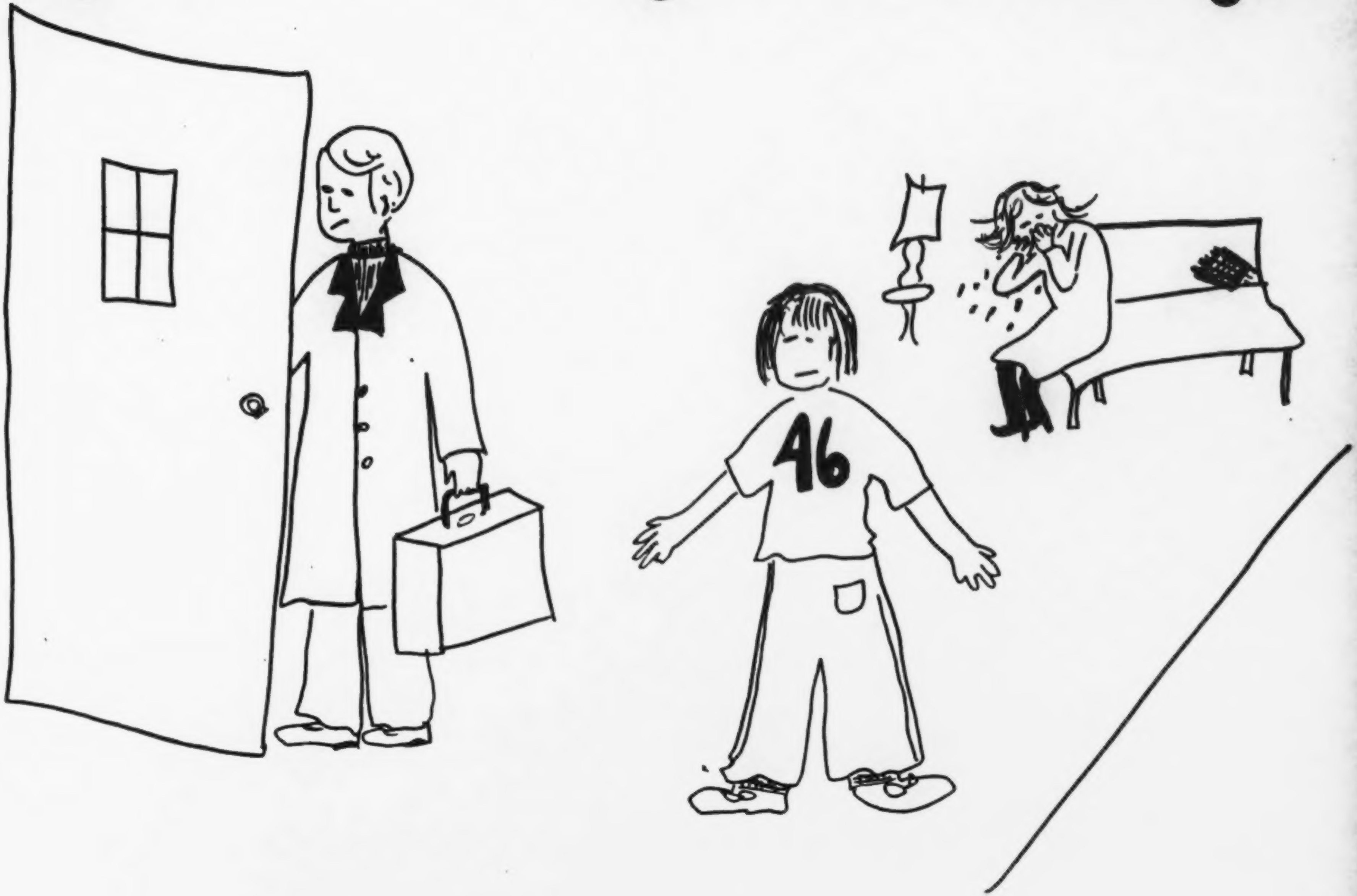
After seeing and hearing about other situations, tell the children, "We all will go through difficult situations and have different feelings about our experiences. But it is important to remember that everyone has many feelings whether they come from a divorced family or not."

Summary:

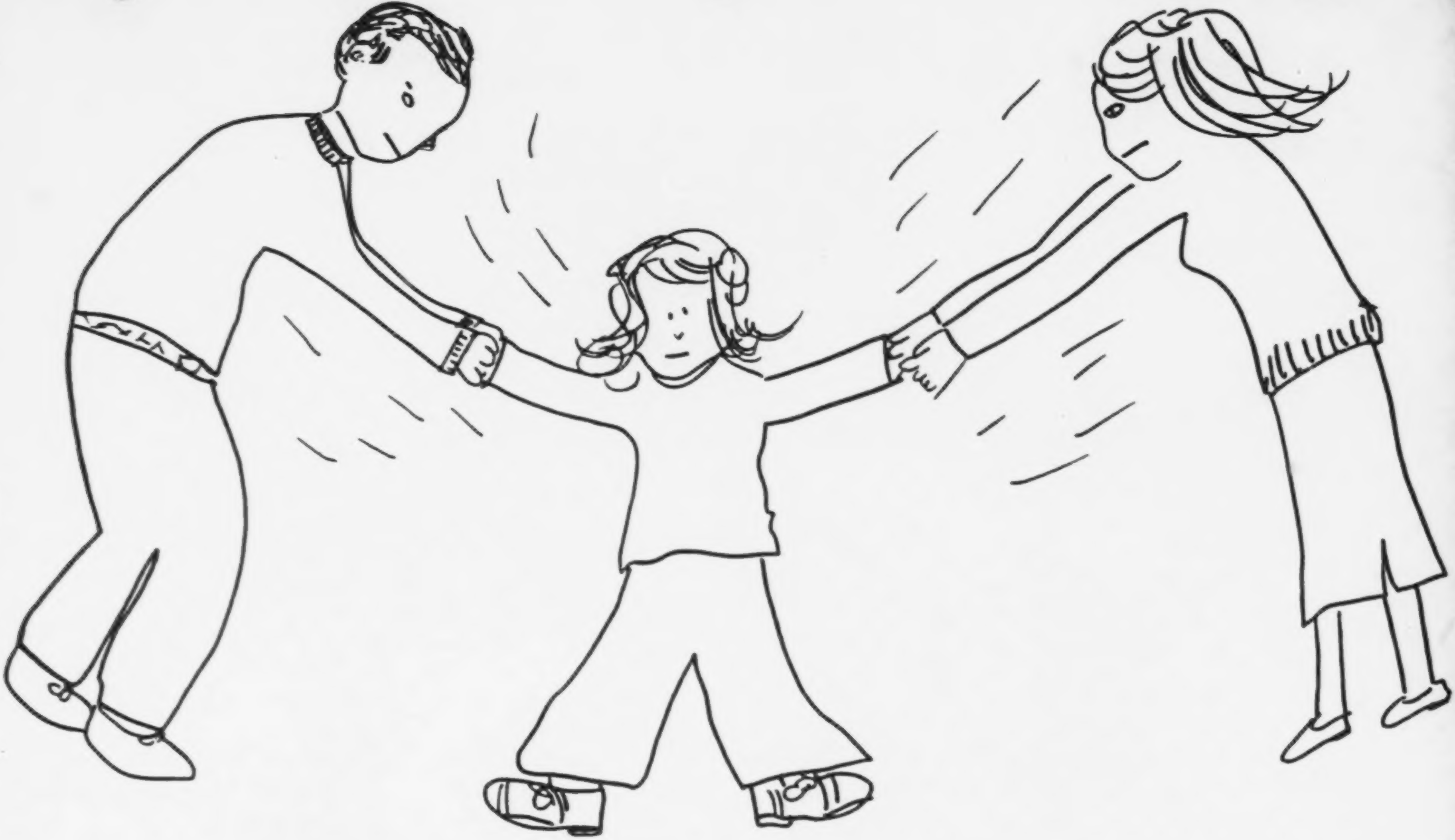
Remind all the children "Communicating our feelings is important in all relationships and is something we should practice doing."

Assignment:

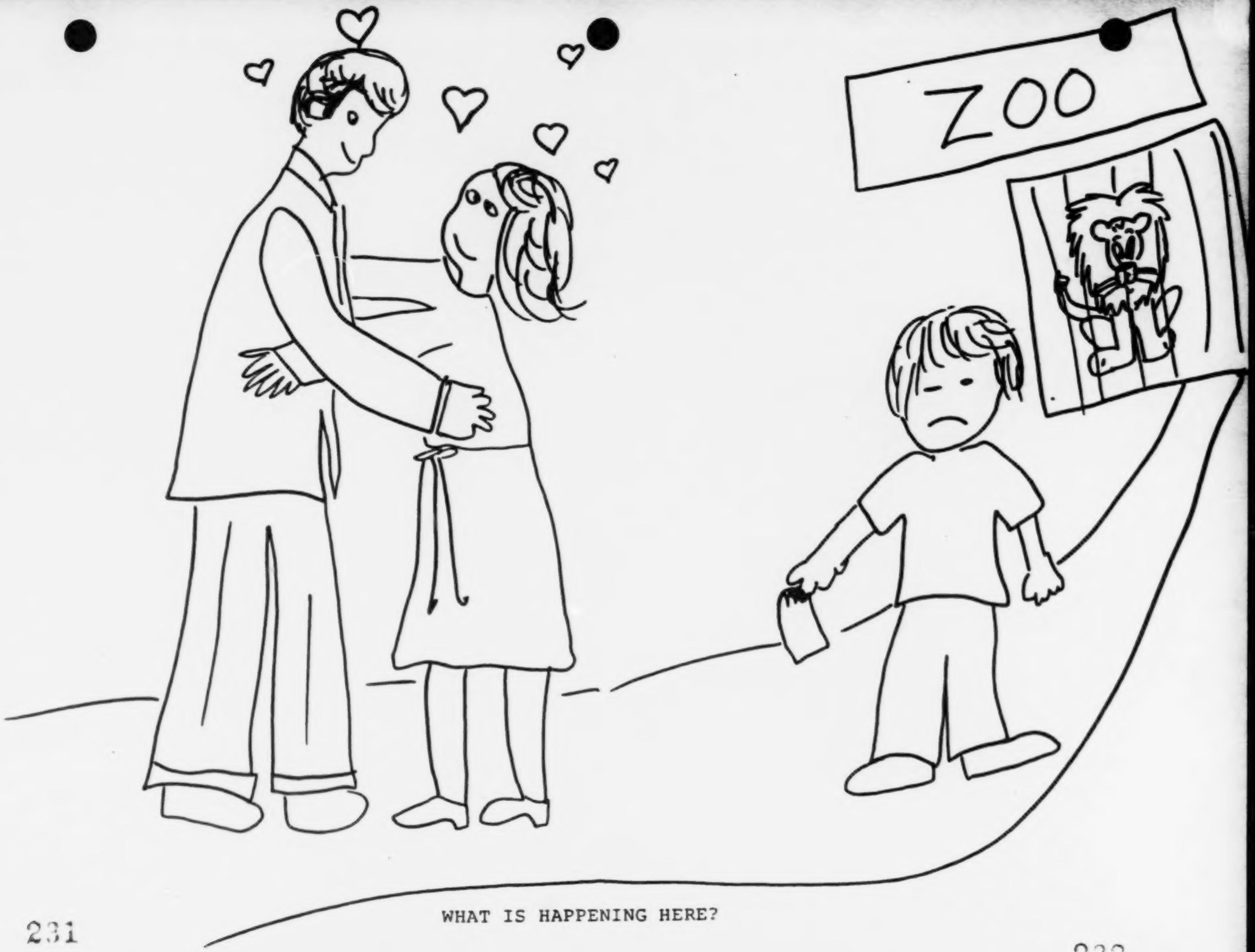
During the next week show your picture to your family, and ask your family members how the picture makes them feel.



WHAT IS HAPPENING HERE?



WHAT IS HAPPENING HERE?



WHAT IS HAPPENING HERE?

Unit: Kids and Divorce - Primary

Session V: What Does Family Mean to Me?

Purpose:

The student will become aware that families can adapt to the change caused by separation or divorce.

Materials:

Activity sheets, My Home and Family Members, Scissors. (If mobile is made string, posterboard and clotheshangers would be needed to mount and hang figures).

Introduction:

Begin by saying: "All of us live in a family. Can you tell us about the members of your family? Are there some members of your family that are not living with you right now? Today we will make a model to represent our family."

Activity:

"Using activity sheets, My Home and Family Members, cut out family members which will be used to make up your family model.

1. Show with your set of figures who is in your family right now.
2. What did your family picture look like before?
3. (A child may choose to use additional family sheets to show the makeup of other members of his or her family not living with the child.)
4. Each child can, in a go-around, tell something good about the new family structure and somethng they don't like about he new family structure.
5. Ask: "Does anyone in the group have the same set of family members that you have? (Example: Two children may each live in a home where the members consist of a father, son and daughter, or other students may live with their mother and other siblings).
6. (Students may create mobiles depicting their family units.)

Closure:

Our parents may live in separate places but they are still our family.

Summary:

"On our family sheet we found out that our families can change and that many of us are going through changes. We are learning to get used to the changes. It is important for us to talk to one another about our feelings about our family changes."

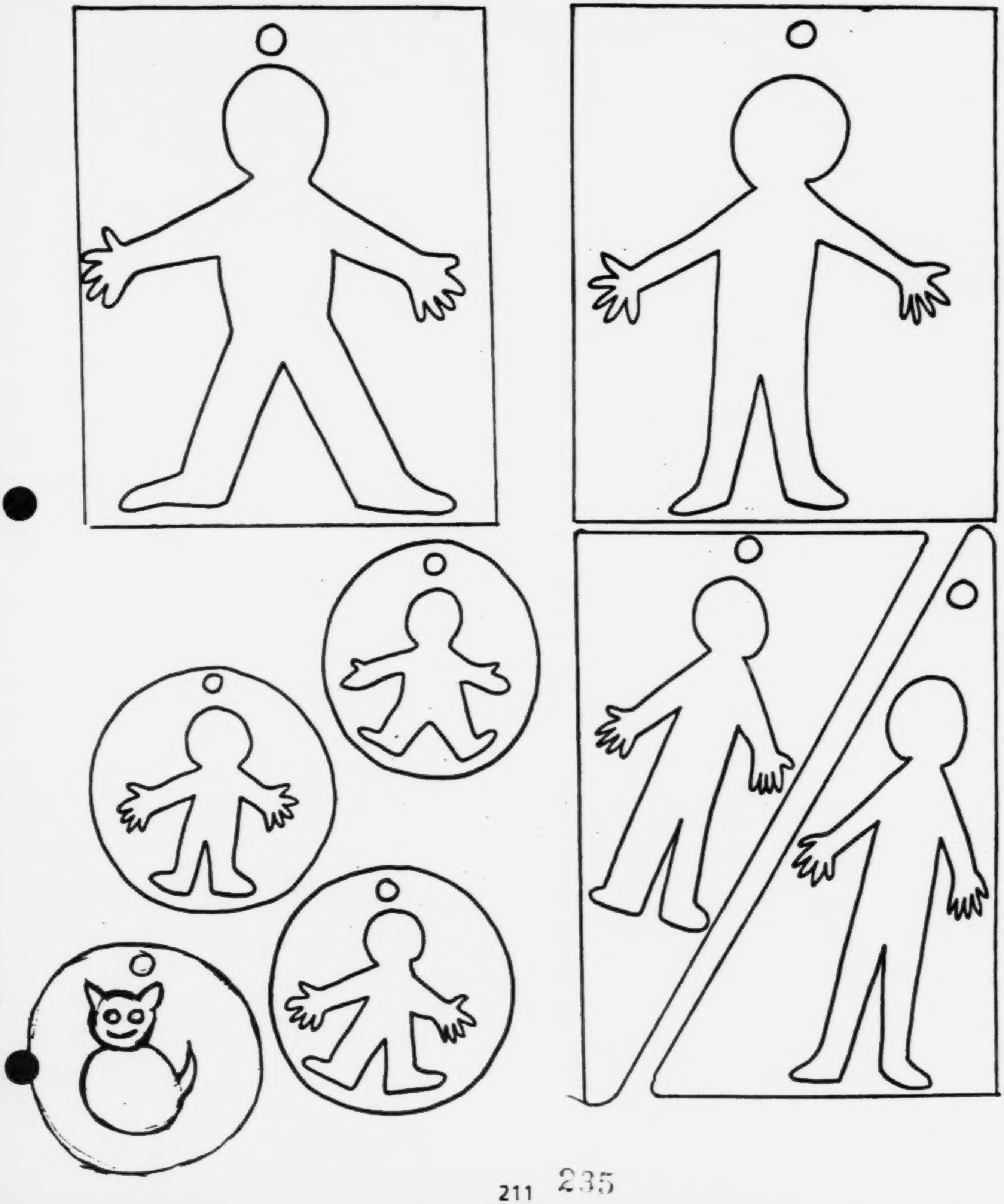
Assignment:

"Talk with your parent or step-parent about how your family has made changes." (Stress with students that such situations as grandparents moving, older siblings moving away to college or other relatives moving locations can constitute family change.)

MY HOME

FAMILY MEMBERS

Color the people to look like your family. You can make a family mobile.



Unit: Kids and Divorce - Primary

Session VI: Step-Parenting

Purpose:

The student will increase awareness of the importance of expressing true feelings about being part of a step-family unit.

Materials:

DUSO (R) - 1, (Teachers' Guide), "A Happy Fellow," Story Book 3, pp. 19-27.

Introductions:

Begin by saying, "How many of you have a step-parent? How many of you live with a step-parent now?

In our story today, T.J. is a boy who lives with a step-parent. He sometimes feels unhappy although he seems to act like everything is fine."

Activity:

1) Using the teachers' guide and Storybook 3, read "A Happy Fellow" to students.
2) Follow the story review and discussion questions on pp. 243 of the teachers' guide.

Closure:

"How do you feel about your step-parent? If something is bothering you do you have someone who will talk things over with you?"

Summary:

"Sometimes it is very hard to let people know exactly how we feel. We may not feel as comfortable talking to a step-parent as we would talking to our natural parents. It is not possible to be happy all the time. It is important to tell a person we trust about our unhappy feelings, especially if we feel badly a great deal of the time."

Assignments:

For our next meeting you might want to share with us some feelings you have about being in a step-family.

Unit: Kids and Divorce - Primary

Session VII: Clarifying beliefs about Divorce

Purpose:

To help students better understand their own beliefs about divorce.

Materials:

Statement sheet to be read to group.

Introduction:

Say to the children, "Today we will all have an opportunity to think about how we feel about families that have gone through a divorce."

Activity:

Read each statement to the group. The children will raise their hand if they agree with the statement. They will put their thumbs down if they disagree with the statement. Discuss each statement as the group goes through the activity. Allow time for the children to explain why they feel as they do.

Closure:

Ask the children, "Did discussing other children's beliefs about divorce help you understand your own beliefs? You also may find out that other members of your own family might have different beliefs. Each person sees and feels things differently and that's okay."

Summary:

Say to the children, "We all think and feel differently about our experiences, even though the experience is the same. The important thing to do is to talk about our feelings and ask for help if we don't understand something."

Assignment:

During the next week have the children talk with their families about some of the statements to see if they feel the same as their families do.

STATEMENTS ON DIVORCE FOR PRIMARY SCHOOL CHILDREN

_____ Parents that get divorces, still love their kids.

_____ Parents can live some place else and still spend time with their kids.

_____ Fighting often causes trouble for a family.

_____ Kids can make their parents get back together.

_____ It's okay to have different feelings about divorce.

_____ Kids can live with moms and be happy.

_____ Brothers and sisters worry about their parents.

_____ Kids are bad at school if their parents are divorced.

_____ Kids can get good grades if their parents are divorced.

_____ Step-moms and step-dads can be very nice people.

Unit: Kids and Divorce - Primary

Session VIII: Coping with Stress

Purpose:

The child will identify upset feelings and begin to explore healthy ways of coping with uncomfortable or unhappy feelings.

Materials:

None

Introduction:

Begin by saying, "Everyone has uncomfortable and unhappy feelings at some time. These feelings can affect us. It is important to learn ways to help ourselves deal with those unpleasant feelings."

Activity:

"Tell us about a time when something that happened made you upset.

1) How did it make you feel? (Tight muscles, upset stomach, headache, perspiration and trembling are examples of the body's reaction to those feelings.)"
2) "Where did it hurt?"
3) "Did you feel uncomfortable for a long period of time?"

Using personal examples cited by the students show how stress might be relieved by any of the following activities.

Direct the children in the following exercises:

1. *Head Roll* to relax the neck muscles and increase circulation. Tell children: Close your eyes; sit up straight in your chair; roll the head slowly in a complete circle first one way and then the other.
2. *Rag Doll* to relax and increase circulation. Instruct students: Stand next to your seat. Close your eyes. Slowly bend forward at the waist. Let your upper body and arms dangle for a count of ten. Straighten up slowly.
3. *Rest Break*. (You may bring a portable radio into the class). Tell children: Put your head down on the desk. Close your eyes. Breathe regularly and deeply, in and out. Listen to soft music while remaining in this position. Pay attention to nothing but the music.
4. *Play* a game for fun!
5. *Remember* something that happened to you that made you very happy. Think about it. Talk about it to someone if you want.
6. *Talk* to someone in the family that you trust and if something worries you, tell him or her about it.
7. *Breathe* deeply and slowly.

Unit: Kids and Divorce - Primary

Session IX - Happy Marriage

Purpose:

To have the children become aware and discuss the positive elements of marriage.

Materials:

Paper and pencils.

Introduction:

Start this group by saying, "Many of our discussions up to this point have been about marriage that have ended in divorce. But not all marriages end up in a divorce. Many are considered very happy and succesful marriages. During the lesson the discussions will revolve around happy marriages.

Activities:

1. Ask the students to name a couple that they feel is happily married. (Students might name neighbors, relatives, teachers). Next ask the students to tell the group how they can tell the couple is happy (hugging, laughing, sharing).
2. Pass out drawing paper and ask children to draw a picture of what they think shows a happy marriage. Tell them they may put anything in their picture. (Counselor may also draw a picture).
3. Go around the table and discuss the pictures.

Closure:

After group discussion, ask the students, "Do you think you will ever get married?" What will you do to work towards making your marriage a happy one?"

Summary:

Tell the students, "Marriage is something that needs care and attention. Ingredients essential in a good marriage are communicating to one another and sharing feelings. You have all put ideas in your pictures that are important in making a happy marriage. These ingredients can also be used when we deal with our friends.

Assignment:

"Pay attention to people that you know are married and see if you can catch them being happy."

Unit: Kids and Divorce - Primary

Session X: Legal Terms

Purpose:

Students will become aware of some of the legal words and experiences they may come in contact with.

Materials:

None

Introduction:

"When two adults decide to divorce, at least one of them has to go to a courtroom to talk to a judge. Today we are going to discuss some of the words we may hear our parents use, and what these words mean.

Activity:

Ask the children if they know what the following words mean. Disucss each term and have kids use the word in an oral sentence.

1. Child Support: This is the money parents will pay to take care of the children.
2. Counselor: A person the family might talk with when they are having problems.
3. Court: Place to go when parents' decide they want to get a divorce.
4. Custody: Describe which parent hte children will live with.
5. Divorce: A change in the family which means the parents won't be married.
6. Judge: An adult that is in the courtroom that helps decide how to solve some of the family's problems.
7. Lawyer: A person trained to help the parents understand the laws about divorce.
8. Step-parent: Someone your mom or dad marries after the divorce.
9. Step-brother or Step-sister: The child of your new step-parent.
10. Visiting rights: Certain times set aside for you and the parent you don't live with to be together.

Closure:

"You may hear many new things talked about when people start talking about divorce. If you are confused about what they mean, it's okay to ask the adults to tell you what they mean."

Summary:

"Going through a divorce can be a difficult time for families. Sometimes it's even harder when mom and dad don't always agree about things. Going to court helps everybody decide what's best for the family.

Assignment:

Tell the children to talk with their families about their own court experiences.

Unit: Kids and Divorce - Primary

Session XI: Final Session

Purpose:

To provide a time for the kids to review and discuss our sessions.

Materials:

None

Introduction:

"This is the last session that we will be meeting as a group. Hopefully you will stay friends with each other even after we stop meeting. Today we are going to tell each other what we've learned from this group.

Activity:

1. In a go around ask each student which things we did that they liked best. Have them give the reason they liked it.
2. Next, have each student tell something they learned about each member of the group (i.e., Johnny seems to help his mom; Johnny is doing better to help his mom; Johnny is doing better in school; Johnny can play ball well).

Closure:

"Even though we won't be meeting anymore, I want you to know that if you need to talk with me, you can come see me anytime.

Summary:

"Divorce causes lots of changes in our lives and we now understand a little more about what has happened. Please try and remember what we have learned over these few months and you should all be able to handle new situations that come along."

BIBLIOGRAPHY - PRIMARY

Bienfeld, Florence. My Mom and Dad Are Getting A Divorce. 1984. EMC Publishing, 300 York Av., St. Paul, Minn. 55101. Examines a young girl's feelings about her parents' divorce and how she and her parents cope with these emotions. Includes a counseling guide for parents, teachers and counselors.

Blakeslee Ives, S.; Fassler, D.; Lash, Michele. The Divorce Workbook: A Guide for Kids for Families. 1985. Waterfront Books. The book provides a hands-on, interactive format for individuals or with groups under supervision. It is a therapeutic tool which can be used in conjunction with other expressive techniques such as play, art, music, drama and movement. Group sessions can be organized around particular themes or chapters in the book.

Bonnett Stein, Sara. On Divorce. (An open family book for parents and children together.) 1984. Walker Publishing Company. Separate text for parents and children explore various emotions aroused by divorce.

Brown, L.K., & Brown, M. Donosaurs Divorce. 1986. Laurene Krasny Brown and Marc Brown. This reassuring picture book is the perfect resource to help young children and their families deal with the confusion, misconceptions and anxieties apt to arise when divorce occurs. The book suggests positive ways of handling the many new situations and difficulties divorce brings.

Fassler, D., Lash, M., Blakeslee Ives, S. Changing Families: A Guide for Kids and Grown-ups. 1988. Waterfront Books. 98 Brooks Av., Burlington, VT. 05401 Provides advice on coping with such family changes as separation, divorce, remarriage, new family members and new schools.

Hazen, Barbara S. Two Homes to Live In. 1983. Human Sciences Press, Inc. A child's eye view of divorce - a little girl explains how she came to terms with her parents' divorce.

Prokop, M. S. Divorce Happens to the Nicest Kids - a self-help book for kids (3-15) and adults. 1986. Alegra House Publishers, P.O. Box 1443, Wearren, Ohio 44482. Discussion questions and a brief story examine many of the common concerns and feelings that frequently accompany divorce.

REFERENCES

Tedder, S. L., Scherman, A., & Wanty, P. A. (1987). Effectiveness of a support group for children of divorce. "Elementary School Guidance and Counseling," 22, 102-109.

KIDS AND DIVORCE
INTERMEDIATE UNIT

Note: A valuable resource is your school's media center. It will be very beneficial for you to check out those resources that include children's literature, parent information, and film strips. An annotated bibliography is included in this unit.

INTRODUCTION

FOR YOUR INFORMATION .... "What the research says"

While the period of mourning for children of divorce is not as intense as when a parent dies, it nevertheless follows the same stages as when any loss occurs. You can anticipate denial, grief, anger and guilt, as well as many other emotions such as embarrassment, abandonment, insecurity, jealousy, and loneliness. It is common for children to blame themselves for their parents' divorce - which allows them to believe if they caused it, then they also possess the power to convince their parents to reconcile. Children are often infuriated when they are neglected by the noncustodial parent and find it difficult to understand his/her absence at important times in their lives. Children may question whether they will want to marry in the future. They may feel insecure about their own lovability and their ability to sustain a lasting marriage.

The role of the school counselor is the same as for any experience that interferes with learning - interventions need to occur. Even if the reasons for all these feelings are unfounded, the emotions are still real to the children experiencing them. They must learn to come to terms with the way they are feeling or it could lead to concrete behavioral problems that will affect the learning process. Because children spend more time in school than anywhere else, school is the logical place for providing services to help children cope with their parents' separation and divorce.

According to a study done by Tedder, Schuerman, and Wantz (1987), the counselor must focus on three issues: (a) Helping children understand and cope with their feelings; helping children understand what is happening in their families and why, and (c) guiding children toward decisions about what to do and when to do it.

Based on this research, the following goals were formulated for this unit on helping students cope with divorce:

1. To clarify students' feelings about their parents divorce (i.e. guilt, denial, fear, anger, rejection).

2. To help students understand that others share similar feelings and experiences.

3. To help students gain a realistic picture of the situation.

4. To provide opportunities for children to use positive communication and coping skills to be used throughout their lives.

The following unit provides students an opportunity to share feelings, concerns, and coping skills with others that are experiencing similar situations. Through these sharing experiences, the children will hopefully learn to accept and relate with their families' situation in positive ways and be better prepared to handle other life crises.

Included in this unit is a parent letter that counselors may want to use. Many times parents feel insecure about this group. It is important to make them aware that we are offering this activity to their child.

PARENT LETTER

Dear Parents,

Your child has been selected to participate in a small guidance group that will meet once a week in the counselor's office. All of the children in this group are from families that have experienced or are experiencing a divorce. Many times experiencing a divorce in a family can be a difficult time for all members of the family. We would like to offer your child an opportunity to deal with some of the feelings that he/she may be having as a result of the changes the family has gone through.

If you feel you would like your child to participate in this group, please sign and return this letter to the school guidance counselor. Please do not hesitate to call if you have questions about the group.

Sincerely,

I give my permission for ______________________ to participate in the divorce group.

____
Parent Signature

____
Date

Unit: Kids and Divorce - Intermediate

Session II: Feelings

Purpose:

To help students understand that others share the same feelings and experiences.

Materials:

Chart paper or chalkboard, marker or chalk
Happy Face - Sad Face sheets

Introduction:

Begin by saying, "We all know that we are different and unique. Even though there is no one else just like you, there are others who share the same feelings.

Activity:

1. "Today, we want to talk about feelings. I want you to think about some feeling words and we'll write them on our paper. Categorize feeling words (pleasant and unpleasant) on chart paper.
2. Using the feeling words chart, have students to discuss their feelings: I felt .... when.
3. Use happy face - sad face ditto to allow students the chance to express feelings according to written directions.

Closure:

Which feelings listed would you like to experience? What can you do to make yourself and others have pleasant feelings? Did you like sharing your feelings with the group? What didn't you like about sharing your feelings?

Summary:

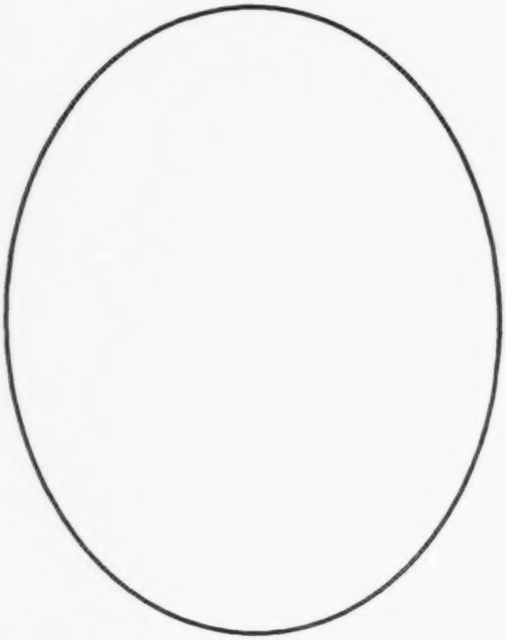
All of us have feelings. There are times when each of us will experience unpleasant feelings as well as pleasant feelings. We have learned to identify these feelings, to discuss these feelings, and how to change these feelings.

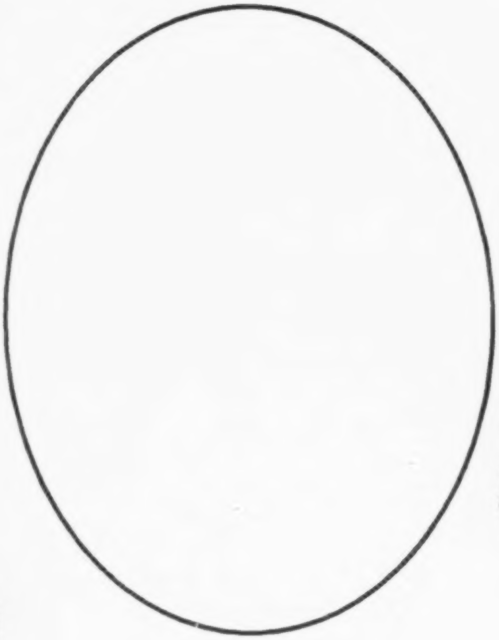
Assignment:

Discuss your feelings with a parent or someone you trust, and in our next session we will follow-up and discuss how you felt.

A Happy Face - A Sad Face

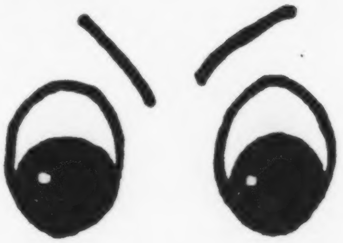
Everyone feels happy sometimes and sad sometimes.

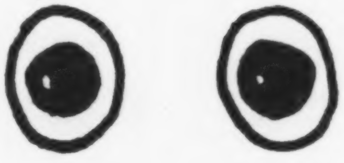


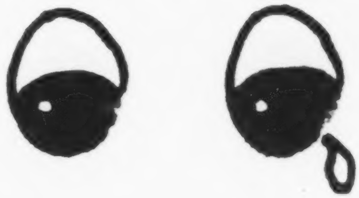


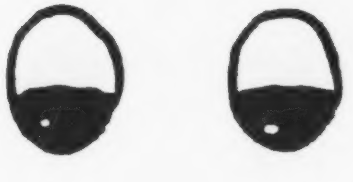
Make one happy face and one sad face. Draw in the hair and nose. Then cut out a set of eyes and mouth from the following page to paste on the faces. On the back of the paper write down some things that make you feel sad and some things that make you feel happy.

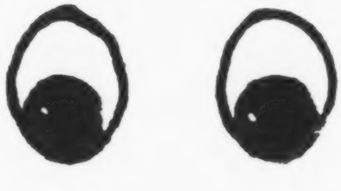
A Happy Face - A Sad Face

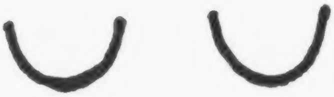


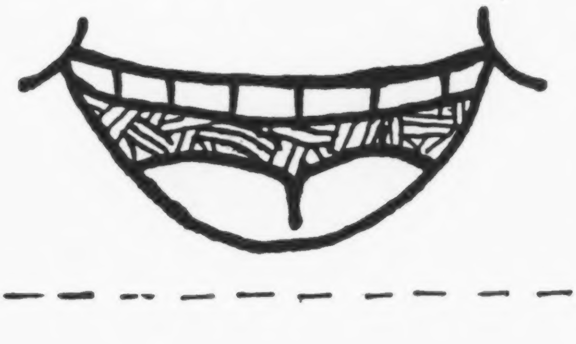


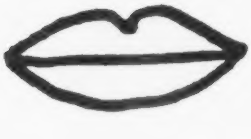


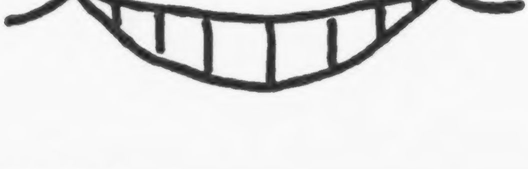












Unit: Kids and Divorce - Intermediate

Session III: Feelings About Family Changes

Purpose:

To allow students a chance to share, focus on and clarify their feelings about divorce.

Materials:

Coat of Arms Sheet
Feelings Bingo Game
Dear Abby Letter
Dear Abby Box - shoe box covered with Dear Abby written on it.

Introduction:

Begin by saying, "At our last session we discussed pleasant and unpleasant feelings. Would one of you like to share some of those feeling words with the group? Good . . . Now today we are going to talk about feelings specifically relating to the changes in your family. Families may go through many changes. Some changes may feel good, and some of them may feel bad and or scary."

Activity:

1. Explain, "Coat of Arms" - It is a shield used by families long ago and had symbols that represented characteristics that were important to their family.

   Give each student a blank coat of arms sheet.

   Draw symbols and/or pictures that relate to their family according to these directions.

   Box 1 Draw a picture about a good time you had with your family.

   Box 2 Draw a picture about an unpleasant time you had with your family.

   Box 3 Draw a picture that shows why you feel your parents got a divorce.

   Box 4 Draw a picture that shows how you'd like to see your family in a few years.

   Box 5 Write 4 words that describe your family.

   When the coat of arms is finished, allow the students time to share their shields. Note likenesses and differences in their views of their families.

2. Bingo Game - can be played if time permits or can be used at a later time.

   Directions: Caller will call out feeling words. Players will cover the "feeling" words on their cards. The first player to complete a row calls out, "Bingo" and is the winner.

   This activity allows the students to have fun in a non-threatening situation.

3. Dear Abby Letter - This activity is included just in case you have a student who is too shy to open up in group sessions. Blank letters may be placed where student can pick and use as needed. Students will place letters in Dear Abby Box.

Closure:

"Did this experience help you sort through your feelings? Did others in this group have some of the same feelings as you? Are you alone in your feelings? Do you think your parents may be having some of these feelings?"

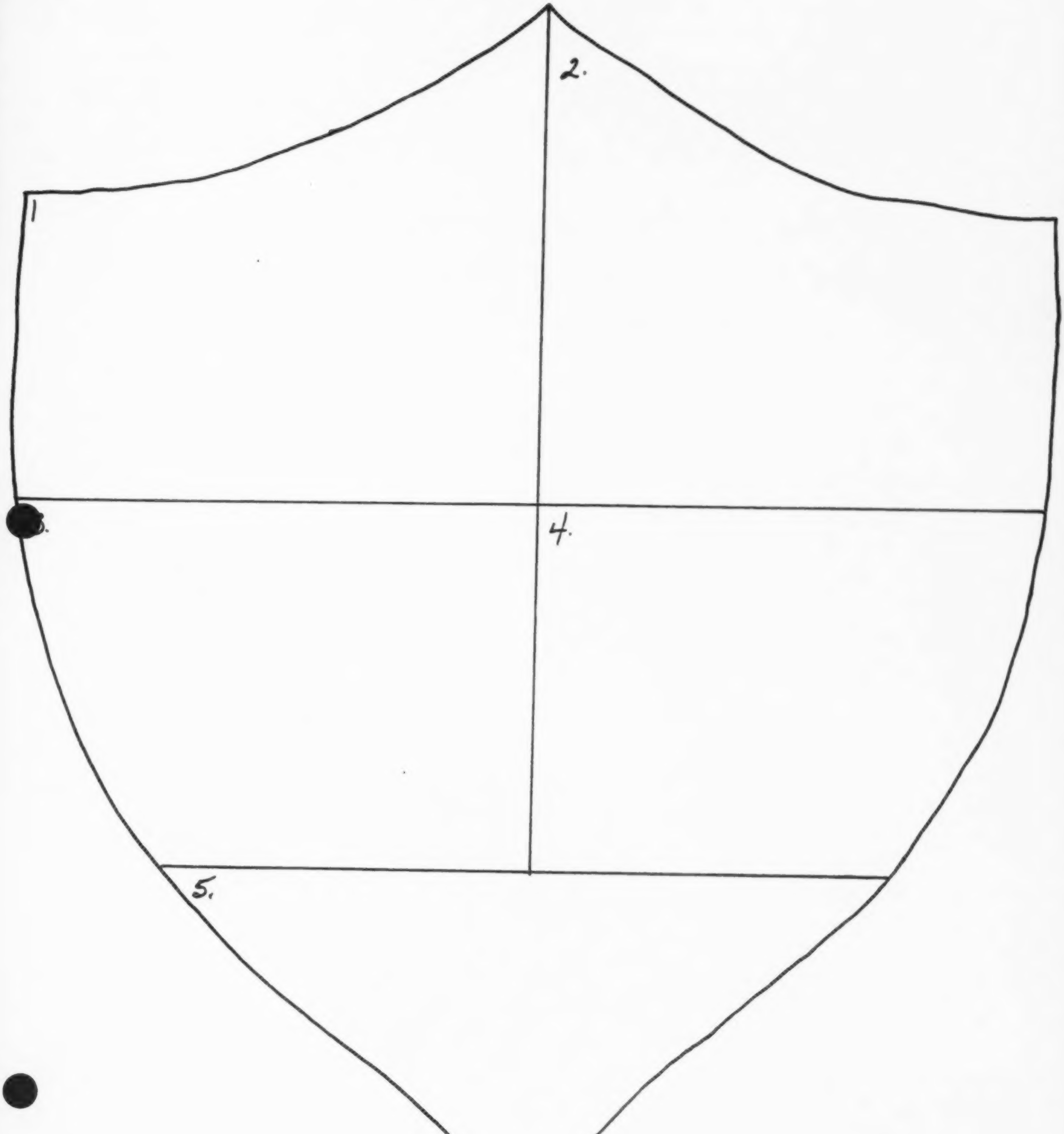
Summary:

"Just as you shared how you felt today in our group, you must always try and communicate your feelings. Talk to any person who is genuinely concerned about you."

Assignment:

1. Take your shields home, discuss with parents and return them at our next session.
2. Ask your parents to do the shield assignment on back of your page. Discuss and see how parent's feelings compare with yours.

FAMILY COAT OF ARMS



FEELINGS BINGO

SCARED	HAPPY	DEPRESSED
OVERJOYED	FREE	MAD
ANGRY	CONTENT	EMBARRASSED

indifferent
proud
tired
puzzled
unhappy
helpless
frightened
excited
hate

hope
trapped
lonely
guilty
safe
worried
nervous
bored

good
safe
protected
invisible
important
hurt
thankful
disappointed

curious
sick
shocked
sad
shy
confused
joy
love

DATE________________

DEAR ABBY,

Unit: Kids and Divorce - Intermediate

Session IV: Pictures to Stimulate Discussion About Divorce

Purpose:

To allow students an opportunity to share feelings about divorce after looking at pictures.

Materials:

Set of drawings from following four pages. Blank drawing paper and pencil.

Introduction:

Say to the children, "Discuss something pleasant that has happened since our last meeting."

Activity:

Explain to the children, "Today we will be looking at some pictures that show families together." Allow time to discuss what the children think is happening in each picture.

After discussing what they think is happening in each picture, again show the pictures. Ask the children to draw a picture of a time when they felt similar to the children in the pictures. Students will explain their pictures.

Closure:

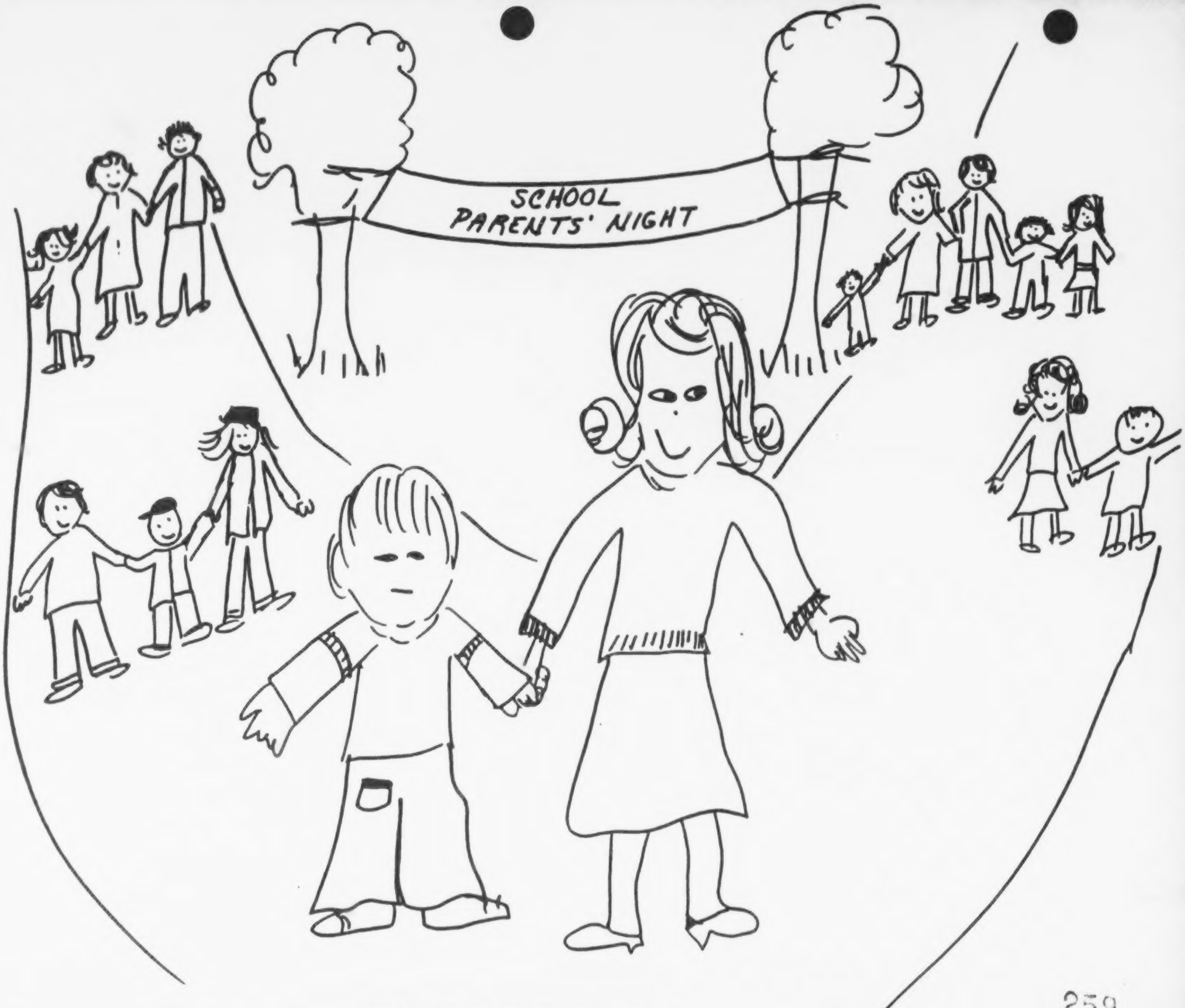
After seeing and hearing about other situations, tell the children, "We all will go through difficult situations and have different feelings about our experiences. It is important to remember that everyone has many feelings whether or not they come from a divorced family."

Summary:

Remind all the children "Communicating our feelings is important in all relationships and is something we should practice doing."

Assignment:

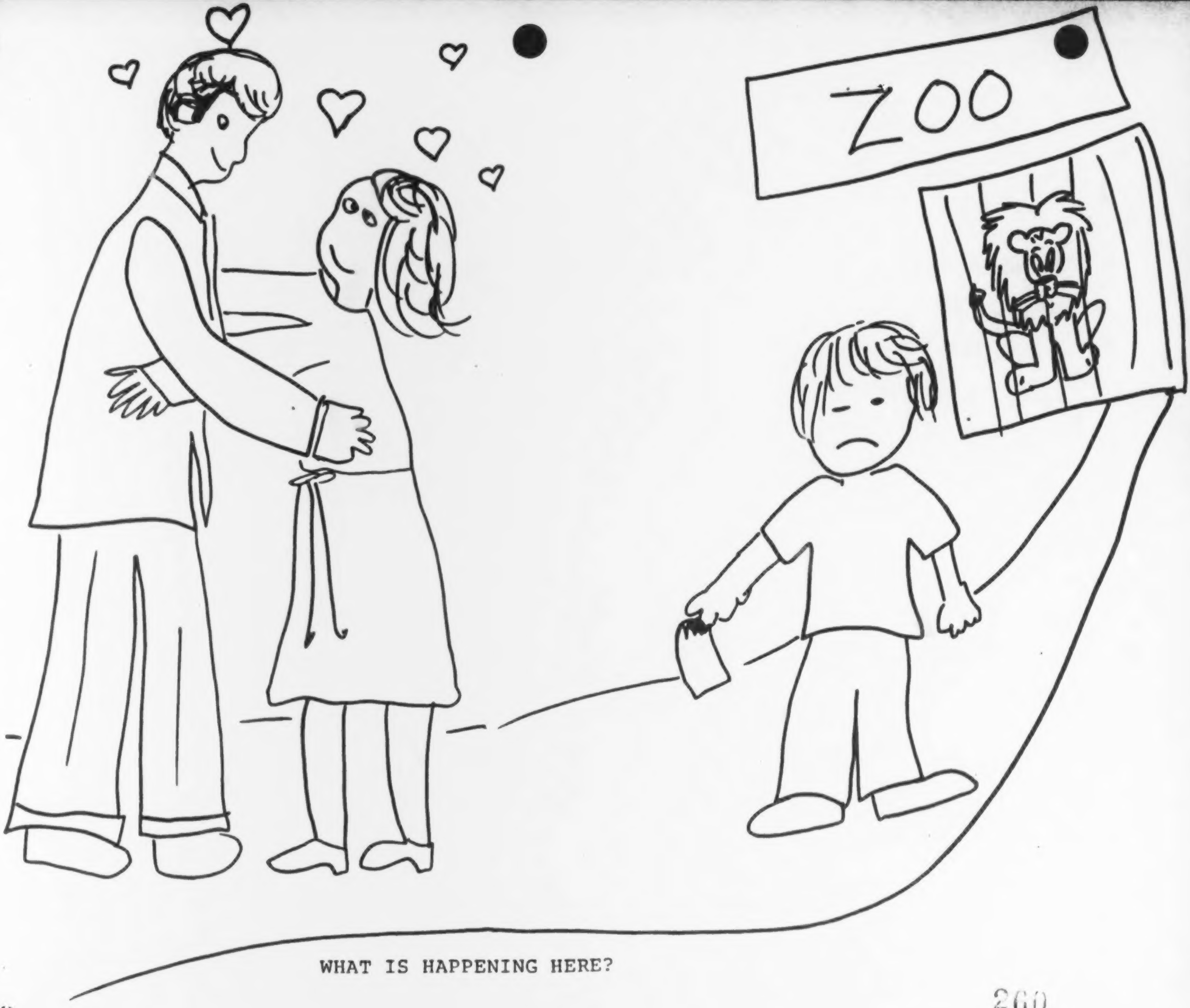
Ask the children to share their picture with their family during the next week.


SCHOOL
PARENTS' NIGHT

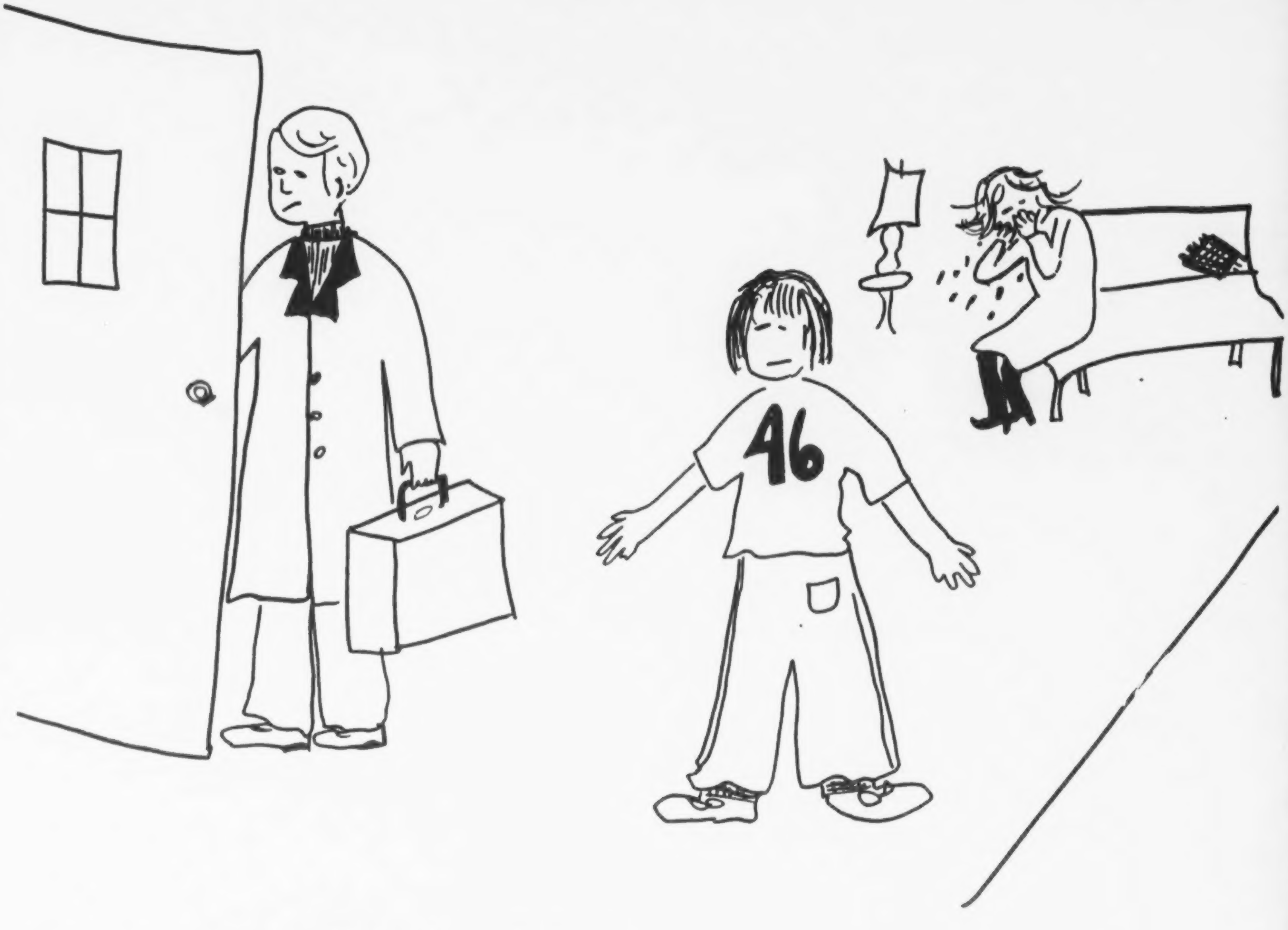
WHAT IS HAPPENING HERE?

Used with permission from Volusia County Schools, "Cheer," green volume, pp. 7, 8, 10, 11.

Used with permission from Volusia County Schools, "Cheer," green volume, pp. 7, 8, 10, 11.

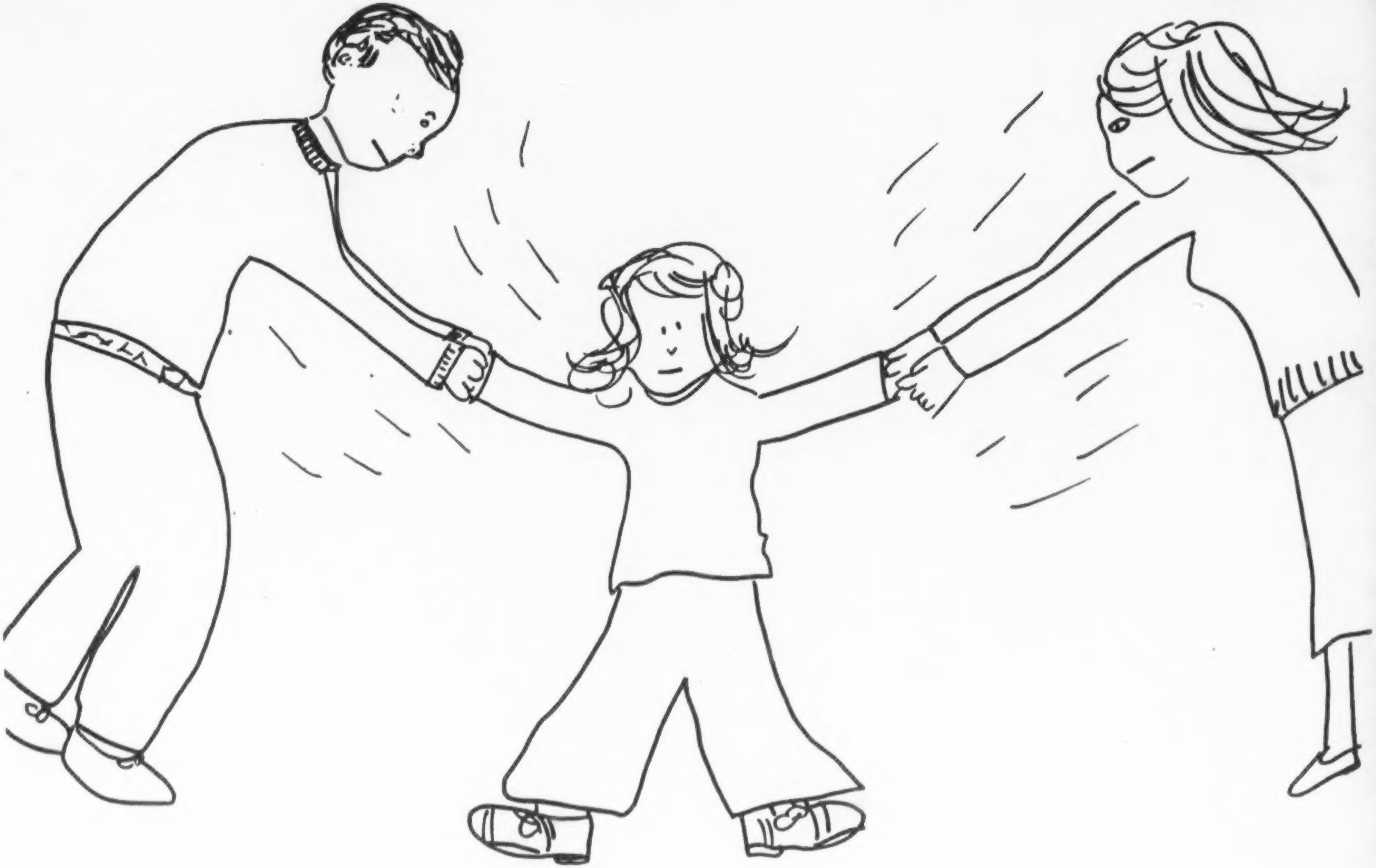


WHAT IS HAPPENING HERE?



WHAT IS HAPPENING HERE?

Used with permission from Volusia County Schools, "Cheer," green volume, pp. 7, 8, 10, 11.



WHAT IS HAPPENING HERE?

Used with permission from Volusia County Schools, "Cheer," green volume, pp. 7, 8, 10, 11.

Unit: Kids and Divorce - Intermediate

Session V: Houses My Family Lives In

Purpose:

The student will understand that although parts of their family live in separate homes, they still remain a family. All of the related members of the family remain the same.

Materials:

Drawing paper, crayons; copy of "My Family Tree" sheet.

Introduction:

Begin by saying, "When our parents separate or get divorced our families often separate. You may live in the house in which you've always lived or you may move to live with one parent. Even though the members of our family may live in different places they are and will always be, our family."

Activity I:

"Today we will have a chance to see that even though our family members may be separated they are still part of our family."

"On your drawing paper draw simple house shapes to represent houses in which members of your family live. In each house, draw pictures or write the names of family members living within."

After the drawings are finished, let each student share his or her drawing and name the family members in each house.

Closure:

Questions for discussion:

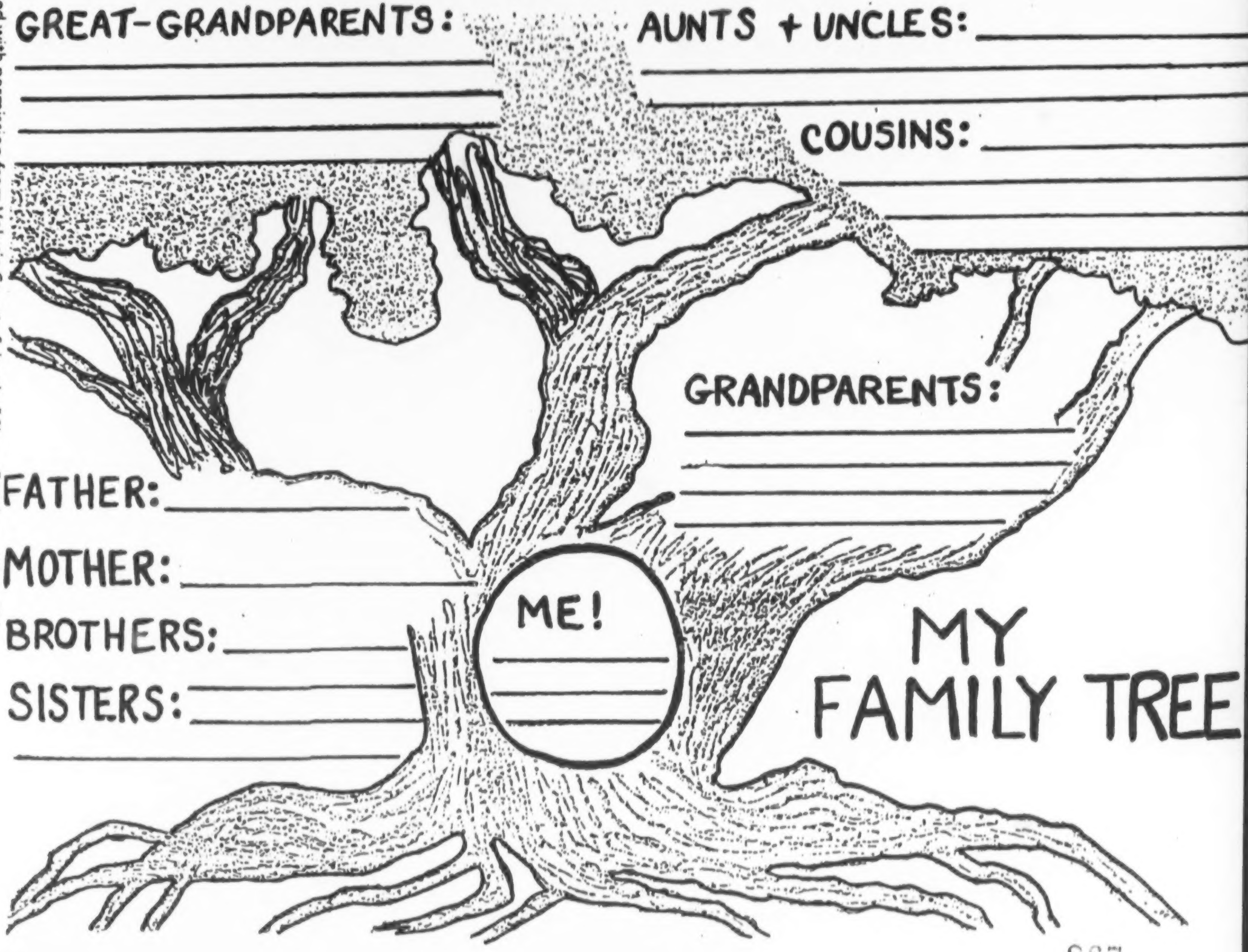
1. Is someone still in your family if they live in a different house?
2. Can you love someone who lives in a different house just as much as if he/she lived with you?
3. How will you "stay in touch" with your other parent, sisters or brothers if they live in another house?

Summary:

"Even though members of our family may be separate we are still a family. There are ways in which we can communicate with our family members who do not live with us."

Assignment:

"Complete the activity sheet, My Family Tree. Bring it to the group next week to share."



MY FAMILY TREE

GREAT-GRANDPARENTS: ____________________

____

____

____

AUNTS + UNCLES: ____________________

____

COUSINS: ____________________

____

____

GRANDPARENTS: ____________________

____

____

____

FATHER: ____________________

MOTHER: ____________________

BROTHERS: ____________________

SISTERS: ____________________

____

ME! ____________________

____

____

Used with permission from Volusia County Schools, "Cheer," Volume III, p. 232.

Unit: Kids and Divorce - Intermediate

Session VI: Step-Parents

Purpose:

To increase acceptance of the possibility of remarriage and step-family living.

To dispell myths of the terrible step-parent.

Materials:

Cinderella story (or have students tell the story.)

Introduction:

Tell the students you will ask them some questions and they can respond by the following methods:

1. "If you agree with the questions raise your hand."
2. "If you strongly agree, raise your hand and wave it around in the air."
3. "If you don't want to answer or if you have no opinion, cross your arms."
4. "If you disagree, put your thumbs down."
5. "If you strongly disagree, put your thumb down and wave it around in the air."

The questions:

How many of you like coming to this group?
How many of you would be sad if tomorrow were your birthday?
How many of you were kind of sad when your parents stopped living together?
How many of you now think that divorce was a good thing for your family?
How many of your parents married someone new since the divorce?
How many of you think your parents might get married to someone else someday?
How many think they would like to have a new step-parent?

Tell the students: "Today we will be talking about step-parents. Who can tell us what relationship a step-parent is to a child? After accepting the response, ask "Can anyone tell us what relation a step-brother or step-sister is?"

Activity:

Read or tell the story of Cinderella. After the story is complete, ask the students to discuss the following questions. (As the children brainstorm the answers, compile the ideas on chart paper by making two columns and dividing comments into positive and negative characteristics.)

"Can you think of any other fairy tales with step-parents in it?" (Hansel and Gretel had a mean step-mother in it.)

"If a student who never had a step-parent read these stories, what would they think about step-parents?"

Closure:

"Do you think these stories are very fair to step-parents?" (Hopefully, you can generate some discussion about positive characteristics of step-parents.)

"Let's make two lists of things that we think may be positive about having a step-parent."

Summary:

"What did we learn about step-parents today?"

Alternative Stories:

Primary:
Antizzone's Hans Christian Anderson: Fourteen Classic Tales; Hansel and Gretel.

Intermediate:
Beauty: A Retelling of the Story of Beauty and the Beast.

Unit: Kids and Divorce - Intermediate

Session VII: Role Play of Divorce Situations

Purpose:

To allow students the time and place to articulate the feelings of parents and children in divorce related situations.

Materials:

3×5 index cards with the role play and characters needed on the opposite side.

Introduction:

Begin by saying, "How many of you like to watch T.V?. . . What is your favorite show?. . . Is this real life or pretend? . . . Well, today we are going to pretend and become actors. We are going to do some role playing."

Activity:

Place all the cards in the center of the table faced down. Allow one student to pick a card. The other students may volunteer to fill all the other characters' needed for this role play. "Let the action begin." Students act out the role play.

Role #1: Mom is upset because your dad has not sent any money for child support in 4 1/2 months.

Characters: Child, Mother

Role #2: Mom has never met Dad's girlfriend, but you have. You and Mom are shopping and you see her in the store.

Characters: Mother, Dad's Girlfriend and Child

Role #3: Your mom and dad are fighting about who gets to keep the CD and T.V. You and and babysitter are in the bedroom.

Characters: Dad, Mom, Child and Babysitter

Role #4: Your Mom and Dad are fighting about who will spend your birthday with.

Characters: Dad, Mom and Child

Role #5: Your Dad comes to the house on Saturday to pick you up and he has been drinking.

Characters: Dad and Child

Role #6: Dad promised to pick you up at 3:00 on Christmas day. He's late as usual, but at 4:00 he calls to say he can't make it.

Characters: Dad and Child

Closure:

How did your character feel? Have you had similar situations in your own lives? Does this activity allow you to understand how parents and siblings are feeling? Do you feel that this activity allows you to let off steam and get it out of your system?

Summary:

We have found out through role playing, that parents and siblings share some of the same pleasant and unpleasant feelings. Knowing this, hopefully it will help us to understand and cope a little easier.

Assignment:

"Pay attention to (watch) how behaviors change in different situations at home this week. We will discuss any that you feel may need clarifying."

Unit: Kids and Divorce - Intermediate

Session VIII: Clarifying beliefs about Divorce

Purpose:

To help students better understand their own beliefs about divorce.

Materials:

Question/statement sheet for each student.

Introduction:

Explain to the children, "Today we will all have an opportunity to think about how we feel about families that have gone through a divorce."

Activity:

A. Pass out the paper with statements on it. Read each statement to the group. After you read the statement, have children mark an A on the line if they agree with the statement and a D on the line if they disagree.

B. After the papers are marked, read the statements a second time. Discuss the statements with the group, and their feelings.

Closure:

Ask the children, "Did discussing other children's beliefs about divorce help you understand your own beliefs? Do you think your family members feel the same way you do?

Summary:

Discuss with the children, "Even though people go through the same type experiences, they do not all have to think or feel the same way about the experience. There is not usually a right or wrong way to feel about things, but many times it is helpful to talk about these feelings."

Assignment:

Ask the children, "During the next week talk to your family members and see if their belief systems are similar or different from yours."

STATEMENTS ON DIVORCE FOR ELEMENTARY SCHOOL STUDENTS

If you agree with a sentence mark an "A." If you disagree with a sentence, mark a "D."

__________ Parents should not get a divorce until kids are grown up.

__________ It is the children's fault when their parents divorce.

__________ Children from divorced families can be just as happy as children whose parents are still married.

__________ Children can get their parents back together if they are good all the time.

__________ It is better for parents to divorce than fight all the time.

__________ A parent that lives someplace else, still loves the children.

__________ Kids who live with only their mom, can't get good grades.

__________ Dad can take good care of the kids if they live with him.

__________ Divorce is hard for a family to go through.

__________ People that get married, should never get a divorce.

__________ Step-parents can be very nice people.

Unit: Kids and Divorce - Intermediate

Session IX: Coping with Stress

Purpose:

Students will explore healthy ways to deal with negative feelings.

Materials:

Activity sheets, Coping with Stress and Letting Off Steam.

Introduction:

Begin by saying, "When we get upset about something that has happened at home we can feel angry or sad for a long period of time. Sometimes those feelings can influence our behavior. It is important to find ways to express those feelings so we can feel better."

Activity I:

Distribute a copy of the worksheet, Coping with Stress. Discuss with students the ways in which they express their feelings of anger or sadness. Encourage them to identify ways that anger can be expressed positively.

In the last activity on the page help students identify ways that they can more constructively deal with feelings of anger or sadness.

Activity II:

"Brainstorm things that people can do when they get angry. As the students name activities, list them under the following headings:

A. Actions That Hurt Others

B. Actions That Hurt Ourselves

C. Actions That Don't Hurt Anyone or Anything

Closure:

"Can you identify how you have been reacting to feelings of anger or sadness? What are some things you can do to help those feelings?

Summary:

"We may feel very angry or sad about things that are happening in our lives. It is important to find ways to increase experiencing pleasant feelings."

Assignments:

"For next time let us know about a time when you felt angry or sad and tell us how you chose to behave. Complete "Letting Off Steam" worksheet."

WORKSHEET - COPING WITH STRESS

I. What do I do when I feel sad?

______cry

______keep to myself

______stay in my room

______not talk to anybody

______(other) ________________________________

______(other) ________________________________

II. What do I do when I feel angry?

______cry

______hit others

______stamp my feet

______yell

______(other) ________________________________

______(other) ________________________________

III. What can I do when I have these negative feelings?

______read a book

______pound a pillow

______run

______ride a bike

______(other) ________________________________

______play a favorite game

______talk to a trusting person

______take deep breaths

______count to 10

______help someone

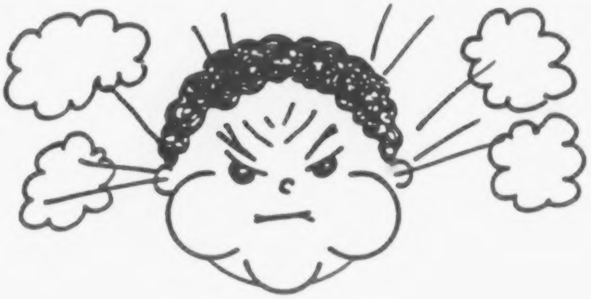
______(other) ________________________________

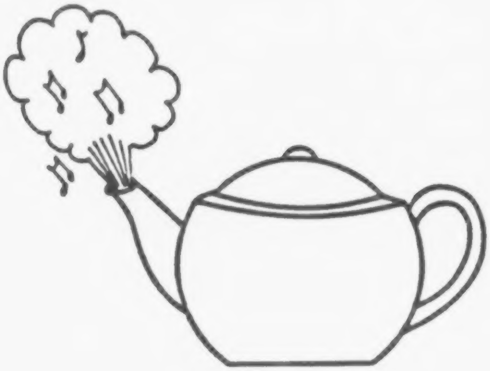
______(other) ________________________________

NAME______________________

DATE ______________________

LETTING OFF STEAM





Compare the two pictures. How do you think the child feels? What can the child do to feel better?

Unit: Kids and Divorce - Intermediate

Session X - Happy Marriage

Purpose:

To have the children become aware and discuss the positive elements of marriage.

Materials:

Paper and pencils.

Introduction:

Start this group by saying, "Many of our discussions up to this point have been about marriage that have ended in divorce. But not all marriages end up in a divorce. Many are considered very happy and succesful marriages. During the lesson the discussions will revolve around happy marriages.

Activities:

1. Ask the students to name a couple that they feel is happily married. (Students might name neighbors, relatives, teachers). Next ask the students to tell the group how they can tell the couple is happy (hugging, laughing, sharing).
2. Pass out drawing paper and ask children to draw a picture of what they think shows a happy marriage. Tell them they may put anything in their picture. (counselor may also draw a picture).
3. Go around the table and discuss the pictures.

Closure:

After group discussion, ask the students, "Do you think you will ever get married?" What will you do to work towards making your marriage a happy one?"

Summary:

Tell the students, "Marriage is something that needs care and attention. Ingredients essential in a good marriage are communicating to one another and sharing feelings. You have all put ideas in your pictures that are important in making a happy marriage. These ingredients can also be used when we deal with our friends.

Assignment:

"Pay attention to people that you know are married and see if you can catch them being happy."

Unit: Kids and Divorce - Intermediate

Session XI: Legal Terms

Purpose:

Students will become aware of some of the legal words and experiences they may come in contact with.

Materials:

Chart paper and marker.

Introduction:

"When two adults decide to divorce, at least one of them has to go to a courtroom to talk to a judge. We are going to discuss today some of the words we may have heard over the course of your parents divorce."

Activity:

List the following words on the chart paper one at a time. Ask the students to give definitions. After discussion, put the definition on the chart paper.

1. Child Support: This is the money parents will pay to take care of the children.
2. Counselor: A person the family might talk with when they are having problems.
3. Court: Place to go when parents' decide they want to get a divorce.
4. Custody: Describes which parent the children will live with.
5. Divorce: A change in the family which means the parents won't be married.
6. Judge: An adult that is in the courtroom that helps decide how to solve some of the family's problems.
7. Lawyer: A person trained to help the parents understand the laws about divorce.
8. Step-parent: Someone your mom or dad marries after the divorce.
9. Step-brother or Step-sister: The child of your new step-parent.
10. Visiting rights: Certain times set aside for you and the parent you don't live with to be together.

Closure:

"You may hear many terms that you don't understand when your family goes through a divorce. If you are confused about what they mean, it's okay to ask the adults to tell you what they mean."

Summary:

"Going through a divorce can be a difficult time for families. Sometimes it's even harder when mom and dad don't always agree about things. Going to court helps everybody decide what's best for the family.

Assignment:

Encourage the children to talk with their families about their own court experiences.

Unit: Kids and Divorce - Intermediate

Session XII: Final Session

Purpose:

To provide a time for the kids to review and discuss our sessions.

Materials:

Chart paper and marker

Introduction:

"This is the last session that we will be meeting as a group. Hopefully you will stay friends with each other even after we stop meeting. Today we are going to tell each other what we've learned from this group.

Activity:

1. Ask students to think about the different sessions we have had. On the chart paper list, from student answers, they things they liked about the group and the things they learned from the group.
2. Now have each student tell something they learned about each member of the group (i.e., Johnny seems to help his mom; Johnny is doing better to help his mom; Johnny is doing better in school; Johnny can play ball well). Do this go around for each member of the group. The counselor can also be included.

Closure:

"Even though we won't be meeting anymore, I want you to know that if you need to talk with me, you can come see me anytime.

Summary:

"Divorce causes lots of changes in our lives and we now understand a little more about what has happened. Please try and remember what we have learned over these few months and you should all be able to handle new situations that come along."

Bibliography - Intermediate

SUGGESTED BOOKS FOR CHILDREN OF DIVORCE

Nonfiction

Berger, T. *How Does It Feel When Your Parents Get Divorced.*
When a young girl's parents divorce, she must come to the realization that her parents will not remarry.

Bradley, Buff. *Where Do I Belong?* (A kids' guide to step-families). 1985. Harper and Row, New York.
This guide is a source of valuable advice and information. Helpful for learning to handle new or different rules at home and how to handle family vacations, parental dating, and problems with step sisters and brothers.

Gardner, R. *A Boys and Girls Book About Divorce.*
A self-help book written for children who have experienced their parents' divorce. Adults should read the entire book before giving it to a child, so that they can clarify certain sections. Topics covered include the feelings children have about divorce, getting along with parents and potential stepparents, and the function of therapy.

Grollman, E. *Talking About Divorce: A Dialogue Between Parent and Child.*
This book is intended to create avenues for communication between divorcing parents and their child. It is divided into two parts; a simple narrative for youngsters about the breakup and the feelings they may be having and a section for parents that encourages them to urge their children to express concerns.

Hyde, M. *My Friend Has Four Parents.*
This book examines various situations that arise from divorce and remarriage.

LeShan, E. *What's Going To Happen To Me? When parents separate or divorce.*
A noted family counselor answers many of the questions that children have about divorce.

Mayle, P. *Divorce Can Happen To The Nicest People.*
An explanation of divorce for children and ideas on how they can cope with the breakup of their parents' marriage.

Phillips, Carolyn E. *Our Family Got a Divorce.* 19769.
Regal Books Division, G/L Pub. Stages or phases that a family goes through when a divorce occurs. This book is designed to help children make the adjustments they need to make to accept their new situations. For your information, many religious references are made throughout the book.

Pursell, M. *A Look At Divorce.*
Text and photographs describe problems faced by both parents and children when a divorce occurs.

Richards, A. *How to Get It Together When Your Parents Are Coming Apart.*
This book is a guide to help adolescents come to terms with their parents' marital problems, their divorce, and the aftermath of divorce.

Nonfiction continued

Rofes, E. (Ed.). *The Kids Book of Divorce: By, For, and About Kids.*
Twenty children, ages 11-14, discuss various aspects of divorce, including custody arrangements, parents' boyfriends and girlfriends, how they were first told about their parents' divorce, and how divorce has changed them.

Sobol, H. *My Mother, My Other-Father.*
Twelve-year-old Andrea, whose parents have divorced and remarried, discusses the complexities of her new, larger family.

White, A. *Divorce.*
This book discusses causes of divorce, divorce procedures, changes divorce brings to family life, and the effect of divorce on children.

Fiction

Adams, F. *Mushy Eggs*
David talks about his working mother, his father who does not live with him (but who he visits periodically), and his babysitter Fanny who decides to return to Italy.

Blume, Judy. *It's Not The End of the World.* 1972. Bradbury Press. New York.
Twelve-year-old Debbie is distressed by her parents' divorce. She finds a friend whose parents are also divorced. Popular book with kids.

Boegehold, B. *Daddy Doesn't Live Her Anymore.*
Even though Casey knew her mother and daddy fought all the time, she is still upset when they get a divorce and thinks it may be her fault.

Charao, K. *A Magic Eye for Ida.*
Ida lives with her mother and brother who seem to be too involved in themselves for Ida's taste, so she runs away. When she returns home, relieved relatives really take time to listen.

Dragonwagon, C. *Always, Always.*
A young girl discovers that although her parents are divorced, it in no way changes their love for her.

Hazen, B. *Two Homes To Live In: A Child's-Eye View of Divorce.*
After Niki's parents divorce, he struggles against taking sides, feeling walked out on, grief, and anger.

Hunter, Even. *ME and Mr. Stenner.* 1976. J. B. Lippincott Co., New York.
When her mother remarries, an eleven year old learns that she can love her stepfather and her real father at the same time.

Hurwitz, Johanna. *DeDe Takes Charge!* 1984. William Morrow & Co., New York.
A year after her father leaves home for good, fifth grader DeDe helps her mother cope with the realities of life after divorce.

Pevsner, Stella. *A Smart Kid Like You.* 1975. Clarion Books; Ticknor & Fields: A Houghton Mifflin Company, New York. Just as Nina begins to accept her parents' divorce, she discovers her father's new wife is to be her seventh grade math teacher.

Game: "Divorce Cope"

Level: Age 8 - Adult

Purpose: To help parents and children cope with divorce and the feelings that occur because of it. Can be played with just children or with children and their parents. Good with small groups of intermediate level children.

Filmstrip: "Dinosaurs Divorce"

Random House/Miller-Brody Production; McGraw-Hill. 11 minutes. Includes teaching suggestions.

16 mm Films (available from Orange County Public Library)

Catherine Finds Her Balance. 26 minutes. Twelve-year-old girl lives with her father, struggles to form appropriate relationship with both parents, even though they don't all live together. Includes material on lying. #2605

Family of Strangers. 30 minutes. Film shows the conflict that blended families must face. Realistic communication problems depict how families can work through their differences with concern and effort.

Seven Wishes of Johanna Peabody. 30 minutes. Young girl in an urban setting leans about the power of wishes. Teaches the importance of thinking about others. Delightful story! #1729 or 2154

VIDEOS (available from Orange County Public Library)

Children and Divorce - Video, 22 minutes. Good- Behaviors and feelings of kids in divorce. They express how they felt when parents told them they were divorcing. How to live with the consequences of their parents decision.

Divorce Can Happen To The Nicest People - 30 minutes. J306.89 V. Good, Animated. Kids tough questions are answered in this video.

Divorce: Beginning the Journey - 45 minutes - Adults. 306.89 Video's designed to acquaint you with facts and circumstances about divorce. It does not encourage or discourage divorce nor does it offer legal advice. Very informative. It presents facts and opinions to assist you in deciding what is right for you.

Soapbox with Tom Cottle: When Families Divorce. Parts 1 and 2 - 60 minutes. 306.89. Teens. High school teens express their own ideas of what's going on in their lives and how they feel about divorce. Good for open, honest communication between parents and teens.

PROFESSIONAL RESOURCES

Anderson, R. F., Kinney, J., & Gerber, E. R., Jr. (1984). *The Effects on Divorce Groups on Children's Classroom Behavior and Attitudes Toward Divorce. Elementary School Guidance and Counseling, 19, 70-75.*
Examines how school counselors can positively influence children of divorce through small group counseling. Study was the result of statewide concern in North Carolina about the effects of divorce on elementary children. Elementary school counselors volunteered to lead divorce groups for children. The study measured the effects of these groups on children's attitudes toward divorce, classroom behavior, and academic performance.

Baruth, L. G., & Burggraf, M. Z. (1984). *"The Counselor and Single-Parent Families".* 19, 30-37.
Offers suggestions to counselors on how to establish and maintain support groups for single-parent families.

Berg, B. (1982). *"The Changing family Game."* Dayton: Cognitive-Behavioral Resources.
Boardgame designed by Dr. Berthold Berg to help children of divorce. A total of 300 cards, dealing with divorce-related problems in eight areas, make up the essence of the game. As the children move from start to finish, they must respond to questions and are awarded "chips" for adequate answers. The eight areas covered are peer ridicule and avoidance, paternal blame, self-blame, fear of abandonment, hopes of reunification, single parenting, and visitation.

Berger, T. (1977). *"How Does It Feel When Your Parents Get Divorced?"* New York: Julian Messner.
Written from a young girl's point of view. She explains her feelings both before and after her parents' divorce, including guilt, anger, loneliness, unhappiness, disappointment, and worry.

Bowker, M. A. (1982). *"Children and Divorce: Being in Between." Elementary School Guidance and Counseling, 17, 126-130.*

Cantrell, R. G. (1986). *"Adjustment to Divorce: Three Components to Assist Children." Elementary School Guidance and Counseling, 21, 163-173.*
This article offers specific suggestions to the school counselor for use in dealing with children of divorce, their parents, and their teachers.

Cole, D., Kammer, P. P., & Barker, R. (1984). *Support Groups for Children of Divorced Parents." Elementary School Guidance and Counseling, 19, 88-94.*
Centers on two ideas for counseling children of divorced parents. The first approach focuses on using creative writing and literature for children of divorce. The second approach suggests different ways of involving ways of involving the noncustodial parent in school-related activities.

Epstein, Y. M. (1986). Feedback and Could This Happen: *Two Therapeutic Games for Children of Divorce.* In I. C. Schaefer & S. Reid, (Eds.), *Game Play.* New York: John Wiley & Sons.
Suggests two games that a counselor may use to help children of divorce: the Children's Feedback Game and Could This Happen Game. The Children's Feedback Game helps children see themselves as others see them. The Could This Happen Game helps children discuss their fears and worries about divorce.

Gardner, R. A. (1970). *"A Boys and Girls Book About Divorce."* New York: Jason Aronson, Inc.
Self-help book written for children who have experienced their parents' divorce. Topics covered include the feelings children have about divorce, dealing with parents and potential stepparents, and the importance of counseling. It is recommended that an adult read the book first and be prepared to answer any questions the child may have.

Gardner, R. A. (1984). *"Counseling Children in Stepfamilies. Elementary School Guidance and Counseling, 19, 40-49.*
Focuses on helping children of divorce whose parents have remarried. Emphasizes the importance of involving both the parents and stepparents in counseling sessions. The author discusses emotions such as hostility, anger, repression, stepsibling rivalry, adjustment to another household, loyalty conflicts, and jealousy.

Green, B. J. (1978). *"Helping Children of Divorce: A Multimodal Approach." Elementary School Guidance and Counseling, 13, 31-45.*
Focuses upon a multimodal method to help children of divorce with coping strategies. Encompasses eight sessions covering health, emotions, school performance, interpersonal relationships, self-image, erroneous thinking regarding divorce, and behavior.

Hammond, J. M. (1979). *"Children of Divorce: Implications for Counselors." The School Counselor, 27, 7-14.*
Describes a study that was done to determine differences between children of intact and divorced families, and suggests options available to the counselor who is concerned with coping strategies for children of divorce.

Hammond, J. M. (1981). *"Loss of the Family Unit: Counseling Groups to Help Kids." Personnel and Guidance Journal, 59, 392-394.*
Describes different activities a counselor may use during group sessions with children of divorce. Counseling goals include clarifying feelings about divorce, understanding that others have similar experiences, learning coping skills, and clarifying children's attitudes about the future.

Herlihy, B. (1984). *"An Adlerian Approach to Helping Children in Transition." Elementary School Guidance and Counseling, 19, 62-69.*
Describes the Adlerian approach to helping children of divorce develop coping strategies using four basic phases: relationship, psychological investigation, interpretation, and orientation.

Hodges, W. F. (1986). *"Interviews for Children of Divorce."* New York: John Wiley & Son.
Describes possible interventions the counselor may use with children of divorce. Suggestions include creative writing activities.

Hodges, W. F., & Bloom, B. L. (1984). *"Parent's Report of Children's Adjustment to Marital Separation: A Longitudinal Study." Journal of Divorce, 8, 33-49.*
Reports on a study done in Boulder, Colorado of 107 children whose parents had recently separated. Information was provided by the parents at intervals of two months, six months, and eighteen months after the initial parent breakup.

Hyde, M. O. (1981). *"My Friend Has Four Parents."* New York: McGraw-Hill Book Company.
Examines various situations that arise from divorce and remarriage. Topics include feelings children have during the dissolving marriage, living with one parent, custody and parental kidnapping, living in stepfamilies, and coping strategies.

Lewis, w. (1986). *"Strategic Interventions with Children of Single-Parent Families." The School Counselor, 33, 375-378.*
Focuses on school-related problems that children of single-parent families may have, and possible interventions the school counselor may use to help the children adjust.

Mayle, P. (1979). *"Divorce Can Happen to the Nicest People."* New York: MacMillan Publishing Co., Inc.
A book for parents and children to help them initiate discussions. Different issues discussed include reasons for divorce, adjustment to living with one parent, and possible remarriage.

Pursell, M. S. (1977). *"A Look at Divorce."* Minneapolis: Lerner Publications Company.
A book for young children to help them come to terms with their feelings about their parents' separation and divorce. Stresses that although parents may stop loving one another, they will always love their children.

Raab, R. A. (1979). *"Coping with Divorce."* New York: The Rosen Publishing Group, Inc.
Detailed guide to understanding different aspects of divorce. Topics include historical attitudes, statistics of marriage and divorce, and causes and effects of divorce. At the end of each chapter are questions to help the reader become more aware of his/her feelings about divorce and its consequences.

Richard, A. K., & Willis, I. (1976). *"How To Get It Together When Your Parents are Coming Apart."* New York: David McKay Company, Inc.
Focuses on the problems and stresses that children may encounter when their parents terminate their marriage. Topics include difficulties that arise before the divorce, the legalities of hte divorce proceedings, the consequences after the divorce, and suggestions to help children who need counseling.

Rofes, E. E. (1981) *"The Kids Book of Divorce."* Lexington, MA: The Lewis Publishing Co.
Written by adolescents to help other children understand divorce. Twenty children, aged 11-14 years old, discuss various aspects of divorce, including how they were first told their parents were divorcing, custody arrangements, and how divorce has changed their lives.

Sherman, A., & Lepak, L., Jr. (1986). *"Children's Perceptions of the Divorce Process."* Elementary School Guidance and Counseling, 21, 29-35.
Focuses on the perceptions of children who have experienced their parents' divorce. This study suggests age is one of the most important variables governing children's reactions to divorce.

Schlesinger, B. (1982). *"Children's Viewpoints of Living in a One-Parent Family." Journal of Divorce, 5, 1-23.*
A study of 40 children, aged 12-18, living in separated or divorced one-parent families. Discusses the results of the study, including responses of the children to questions regarding their feelings about divorce and living with one parent.

Sonnenshein-Schneider, M., & Baird, K. (1980). *"Group Counseling Children of Divorce in the Elementary Schools: Understanding Process and Technique." The Personnel and Guidance Journal, 59, 88-91.*
Discusses techniques the counselor can use when establishing group counseling for children of divorce.

Tedder, S. L., Scherman, A., & Wantz, R. A. (1987). *"Effectiveness of a Support Group for Children of Divorce." Elementary School Guidance and Counseling, 22, 102-109.*
Discusses a possible format that school counselors may use for developing support groups for children of divorce.

Wallerstein, J. S. (1984). *"Children of Divorce: Preliminary Report of a Ten-Year Follow-Up of Young Children." American Journal of Orthopsychiatry, 54, 444-458.*
A ten-year longitudinal study of children between the ages of two-and-one-half and eighteen years old whose parents had separated and divorced. A central conclusion of the study is that younger children are more distressed during the initial breakup, but seem to be less burdened than older children after ten years.

Wallerstein, J. S., & Bundy, M. L. (1984). *"Helping Children of Disrupted Families: An Interview with Judith S. Wallerstein." Elementary School Guidance and Counseling, 19, 19-29.*
Focuses on the characteristics of young children who are having difficulty coping with their parents' divorce and offers suggestions for the school counselor to help these children.

White, A. S. (1970). *"Divorce."* New York: Franklin Watts.
Aids children in understanding the various aspects of their parents' divorce. Specific issues discussed include the causes of divorce, how two people divorce, custody and visitation, and the changes that occur after the divorce.

PARENT RESOURCES

Included below is a parent resource directory. It's purpose is to help parents become aware of options available for assessment, treatment, support groups, and family assistance during the difficult times of divorce.

RESOURCE	ADDRESS	PHONE	TARGET GROUP	SERVICE	COST
AL-ANON	P.O. Box 149353 Orlando, FL 32814-9353	647-3333	Families of Alcoholics	Support group meetings for friends and families of alcoholics.	No fees or dues
CENTER FOR CHRISTIAN COUNSELING	1500 Lee Road, Suite 108 Orlando, FL 32810	291-1454	Adolescents experiencing anxiety, depression, self-esteem problems and/or family problems.	Individual counseling	Based on family income and number of dependents
CENTER FOR HUMAN AWARENESS	853 E. Semoran Blvd. Casselberry, FL 32707	332-7600	Young people experiencing mental or emotional problems.	Out-patient therapy; individual, family or group counseling.	$50-$60 per session. Insurance accepted. Fees may be adjusted.
EDGEWOOD RANCH FOUNDATION	1451 Edgewood Ranch Road Orlando, FL 32811	295-2464	Children ages 6-16 who are experiencing problems in the home environment. Parent cooperation is required.	Individual, group and family counseling; provides structured supervised care and counseling in ten family-like cottages. (Parents are required to attend weekly counseling sessions and weekly church services with their children on the grounds.) Spanish, French and Russian interpreters are available.	Sliding scale
COUNSELING SERVICES OF CENTRAL FLORIDA	111 S. Maitland Ave. #215 Maitland, FL 32751	644-4772	Adolescents experiencing anxiety, depression, self-esteem problems and/or family problems.	Individual counseling	Sliding scale
GREEN HOUSE FAMILY COUNSELING CENTER	1802 N. Mills Ave. Orlando, FL 32803	894-1542	Children of divorced parents, abused children, fire starters.	Family, group therapy; intake and crisis counseling; parenting education. Spanish interpreter available.	Sliding scale
HORIZONS UNLIMITED COUNSELORS	2177 E. Michigan St. Suite 2 Orlando, FL 32806	898-3176	Children dealing with the loss of a loved one.	Individual counseling; supportive counseling.	Arranged individually with each client.
HORIZONS UNLIMITED COUNSELORS	2177 E. Michigan St. Suite 2 Orlando, FL 32806	898-3176	Young people experiencing stress and anxiety.	Individual and family counseling;sign language interpreter available.	Insurance accepted; negotiated with each client.

RESOURCE	ADDRESS	PHONE	TARGET GROUP	SERVICE	COST
HUMAN SERVICE AND RESOURCES	127 W. Church Ave. Longwood, FL 32750	767-0039	Young people ages 5-17 who are experiencing anxiety, stress, difficulties with divorce and step families, problems with self-esteem.	Individual and family counseling; Spanish interpreter can be arranged.	Insurance accepted; sliding scale; Kids Support Group for 6-12 years old is $15 per 90-minute session.
INTERACT COUNSELING ASSOCIATES (A Division of Mental Health Services of Orange County, Inc.)	1936 Lee Road, Suite 270 Winter Park, FL 32789	740-5355	Young people with mental and/or emotional problems.	Individual, family and group therapy - out-patient counseling. Spanish interpreter available.	Most insurance accepted.
KALEIDOSCOPE COUNSELING CENTER	1133 Louisiana Ave. Winter Park, FL 32789	628-5257	Children and adolescents dealing with grief and loss.	Individual and group counseling.	Insurance; sliding scale
THE MAITLAND COUNSELING CENTER	2700 West Hall Lane Suite 237 Maitland, FL 32751	660-8494	Adolescents experiencing anxiety, depression, problems with self-esteem and family problems.	Invididual counseling.	Insurance accepted; $75 per session; $45 minimum per session on a sliding scale.
ORLANDO PROFESSIONAL GROUP	201 S. Orange Ave. Suite 620 Orlando, FL 32811	422-0361	Children and adolescents experiencing mental and emotional problems or stress.	Out-patient services- invididual, family and group psychotherapy; play therapy for children. Spanish nad French interpreters are available.	$70 - $125 per hour
PATHFINDERS COUNSELING AND CONSULTATION	2425-A Lee Road Winter Park, FL 32789	629-1510	All children dealing with stress, divorce, abuse or school problems.	Family counseling; play therapy for children, parent consultation regarding specific concerns about a child's behavior; parenting classes; parenting groups.	$65-$75 per hour
PIPER ASSOCIATES	2828 Casa Aloma Way Suite 600 Winter Park, FL 32789	677-8788	Young people with mental and/or emotional problems.	Out-patient services- invididual, family and group psychotherapy; group and play therapy; Spanish interpreter available.	Insurance accepted; $90 per hour; sliding scale may be determined by the therapist.
PROFESSIONAL COUNSELING ASSOCIATES	207 Moss Road N. Suite 205 Winter Springs, FL 32708	327-4525	Children 7 years of age and older experiencing stress and/or anxiety.	Individual and family counseling.	Insurance accepted; negotiable.

RESOURCE	ADDRESS	PHONE	TARGET GROUP	SERVICE	COST
QUEST COUNSELING CENTER	711 Ballard St., Suite 200 Altamonte Springs, FL 32701	331-7199	Young people ages 5-18 experiencing anxiety and stress.	Individual, group and family counseling; Spanish interpreter available; Children of Alcoholics support groups; aftercare.	Insurance accepted; individualized payment plan available.
UNIVERSITY OF CENTRAL FLORIDA COUNSELING CENTER	Dr. Bollett Counselor Education P.O. Box 25000 Orlando, FL 32816	275-2052	Any school-age child with emotional problems; not appropriate for crisis situations or psychiatric problems.	Hour-long out-patient counseling sessions by graduate counseling students at the university; all sessions monitored by a supervisor and professor; evening sessions only.	Free

PARENT HANDOUT

'Good' Parents and 'Responsible' Parents

Parents at times become concerned whether or not they are being "good" parents. It is more important that we be "responsible" parents to our children and not settle for being "good."

The following information outlines the difference between "good" parents and "responsible" parents, with a glimpse of how these two styles affect our children.

'Good' Parent

Parent's Belief	Possible parent behaviors	Possible results of the child
I must control.	Demands obedience. Rewards and punishes. Tries to win. Insists parent is right and child is wrong.	Rebels; must win or be right. Hides true feelings. Feels anxious. Seeks revenge. Feels life is unfair. Gives up. Evades, lies, steals. Lacks self-discipline.
I am superior.	Pities child. Takes responsibility. Overprotects. Acts self-righteous. Spoils child. Shames child.	Learns to pity self and to blame others. Criticizes others. Feels life is unfair. Feels inadequate. Expects others to give. Feels need to be superior.
I am entitled. You owe me.	Is over concerned with fairness. Gives with strings attached.	Doesn't trust others. Feels life is unfair. Feels inadequate. Expects others to give. Feels need to be superior.
I must be perfect.	Demands perfections from all. Finds fault. Is over concerned about what others think; pushes child to make self look good.	Believes he or she is never good enough. Becomes perfectionist. Feels discouraged. Worries about other's opinion.
I don't count. Others are more important.	Over indulges child. Becomes "slave." Gives in to child's demands. Feels guilty about saying "no."	Expects to receive. Has poor social relationships. Does not respect rights of others. Is selfish.

'Responsible' Parent

Parent's Belief	Possible parent behaviors	Possible results of the child
I believe the child can make decisions.	Permits choices. Encourages.	Feels self-confident; tries. Contributes. Cooperates. Solves problems. Becomes resourceful.
I am equal, not more or less worthwhile than others.	Believes in and respects child. Encourages independence. Gives choices and responsibility. Expects child to contribute.	Develops self-reliance and responsibility. Learns to make decisions. Respects self and others. Believes in equality.
I believe in mutual respect.	Promotes equality. Encourages mutual respect. Avoids making child feel guilty.	Respect self and others. Has increased social feelings. Trusts others.
I am human; I have "courage to be imperfect."	Sets realistic standards. Focuses on strengths. Encourages. Is not concerned with own image. Is patient.	Focuses on task at hand, not on self-evaluation. Sees mistakes as challenge to keep trying. Has courage to try new experiences. Is tolerant of others.
I believe all people are important, including myself.	Encourages mutual respect and contribution. Refuses to be "doormat." Knows when to say "no."	Has good social relationships. Respects the rights of others and is generous.

APPRECIATING CULTURAL DIFFERENCES
PRIMARY UNIT

Unit: Appreciating Cultural Differences - Primary

Session II: The Red and White Bluebird

Purpose:

Students will learn to accept themselves as they are.

Materials:

DUSO I (Manual pp. 30-31, Book I - SI 7-11, "The Red and White Bluebird," construction paper, scissors, crayons.

Introduction:

Begin by saying, "Our story today is about a very unusual bird who insists she is a bluebird because she feels bluebirds are more beautiful."

Activity:

1. Read "The Red and White Bluebird."
2. Follow through with Feelings and Words to Talk About (SI - 7-11).
3. Make "Me" Badges - DUSO I - p. 32.

Closure:

"How are we all alike? Tell some ways in which we are different."

Summary:

"We are all very special. We are all different. It is fun getting to know one another."

Assignment:

"Wear your "Me" badge. Think about the special person you are.

Unit: Appreciating Cultural Differences - Primary

Session III: Pudge Swims Alone

Purpose:

Students will develop positive attitudes toward individual differences.

Materials:

DUSO (R) - 1 (Pudge Swims Alone, Teacher's Guide, p. 127, Story Book I - SI 81-84).

Introduction:

Begin by saying, "Can you tell about a time when you've seen someone making fun of others because of their differences? How do you think you would feel if someone were making fun of you?"

I will share a story with you today about DUSO's friend, Pudge, who was criticizing others. Let's listen. Then you can share your thoughts about Pudge's behavior."

Activity:

1. Read Pudge Swims Alone.
2. Follow the review and discussion section after the story, SI. 84.

Closure:

"Has anyone been told to go away or made fun of you because you felt they thought you were different? How did you feel? What can you say or do if someone talks to you in that way? (Each student can establish a personal plan.)

Assignment:

"If a person says or does something that hurts your feelings try using your plan."

Unit: Appreciating Cultural Differences - Primary

Session IV: E.T. Returns!

Purpose:

Students will become aware of the value of saying pleasant rather than unpleasant things to people.

Materials:

A model or picture of E.T., if possible.

Introduction:

Begin by saying, "Did anyone have a chance to use their plan that they made last week?" (Refer to last week's topic of establishing a personal plan to deal with unkind words - discuss.)

"Today I'd like you to pretend that as you are here at school you see a flying saucer coming into view. It comes closer and closer and finally lands in the parking lot. A strange creature emerges from the flying saucer. It looks like E.T.! It says it's come to observe how we talk to one another."

"What kind of words would he hear us saying to each other?" (Assist students in identifying cultural 'put-down' as well as negative statements, in general).

Activity:

List positive and negative statements elicited by students on the chalkboard or chart paper. After listing, utilize the following questions as basis for discussion:

1. "Which of these listed statements might hurt others feelings?"
2. "How often do you hear these negative statements in school?"
3. "How might a person feel if a negative statement is said toward him or her?"
4. "How does it make a person feel when he says something negative or hurtful to someone else?"
5. "Why do you think people say unkind things to one another?"

Closure:

"What would school be like if no one made unkind statements to anyone? What do you think we could do to get E.T. to return to our school?"

Summary:

"There are many reasons for kids saying unkind things to one another. Sometimes some children are having trouble with angry feelings or some students may feel it's fun or funny to hurt someone else's feelings.

Assignment:

"Listen for negative statements at home and at school. We will share what we've heard in our session next week.

Unit: Appreciating Cultural Differences - Primary

Session V: Mario's Bike

Purpose:

Students will become aware of how teasing affects others.

Materials:

None

Introduction:

Begin by saying, "Last week we thought about the negative statements that people sometimes say to one another. Did anyone hear 'put-down' statements being made to others this week?" (Add to list created in previous session).

"I will tell you today about a boy named Mario who had a very unhappy experience because of negative statements made to him."

Activity:

Read the following story to the group, stopping to ask questions. "Mario had just moved to Florida from Puerto Rico. His uncle said that as a gift he was giving him a bicycle he had purchased at a police station. Mario was excited until he saw the bike, a girl's model, painted pink and equipped with a flowered basket. The next Monday, Mario made sure he was the last one to arrive at school and parked his bike in the rack. He stayed after school until he was sure everyone in the class had gone home."

1. "Why was Mario avoiding the other children at the bike rack?"
2. "What are some things about which you think Mario might be worried?"
3. "What is he afraid the other kids might say to him?" (Possibly list statements on chalkboard or chart paper.)

"Riding home from school that afternoon Mario sees four boys in his class. He ducks his head and rushes on hoping they won't see him. As Mario approaches school the following morning a crowd of his classmates is standing at the bike rack. 'Hey Mario,' they call as they begin to exchange teasing statements."

1. "What other things do you think the children called Mario?"
2. "If you were Mario what would you want the children to say about you?"
3. "What are some ways in which Mario could solve the problem?"

Closure:

"Can you share with us a time when you were teased? Can you tell us about a time when you might have been teasing someone else?"

Summary:

"We can see how Mario must have felt. We have learned that others can feel very hurt when they are teased. Many times children tease other children about things that they cannot help, as in our story today - Mario's bike being the girl's model, painted pink with its flowered basket.

"When someone is bothering us or teasing us and won't stop we sometimes need to tell an adult who can help us."

Assignment:

"Watch for signs of teasing this week. Next week we'll talk more about the reasons for which kids are often teased."

Unit: Appreciating Cultural Differences - Primary

Session VI: More Alike Than Different

Purpose:

To help students respect, understand, recognize and cope with differences in others.

Materials:

Mirror, shoe box, paper and markers to decorate box, Duso story, pictures and cassette . . . . "The Box."
Chart paper
Magazines
Clone Village Ditto

Introduction:

Begin by saying, "We have had classroom guidance, group guidance and some individual guidance sessions on different problems. You have done O.K. There is one areas that some of you can try to improve in. Can any of you guess what it is? . . . allow time for the students to respond . . . We need to try harder to get along with people that are different from us.

Today, let's think about what we can do, say or act that will make a difference in getting along with others.

Activity:

1. Magic Box - Tell students about your magic box. (It's magic because the mirror allows each student to see something different.)

   Have students "group" themselves (pay attention to how they form their "groups," boys, girls, race). Allow each group to make and decorate their magic box. Discuss if the box is or is not magic.

2. Students will share with the group something that is unique to their race or culture.

3. Students will share with the group something that is not unique to their race or culture.

4. Students will compare a list of foods, clothing, music, cars and movies they like.

5. Duso lesson "The Box." Questions can be changed to reflect racial points of view. After each activity 2-5, student will discuss if they are more alike than different.

Closure:

How would you feel if someone chooses to include you or not include you just because you are different? Do you have to like someone who is different? Do you have to be friends with someone who is different? Should you respect the person who is different?

301

Summary:

"Hopefully, when people from different cultures have a problem it can be solved by respecting that person and remembering that we are all different and unique. Try building on those differences by helping others to feel good about themselves." How do we feel about other races, now that we have finished this session?

Assignment:

"Take this time to cut pictures from the magazines of different races of people. We will try and make a mobile of cultures in our school."

"We will write one new thing that we have learned about another race."

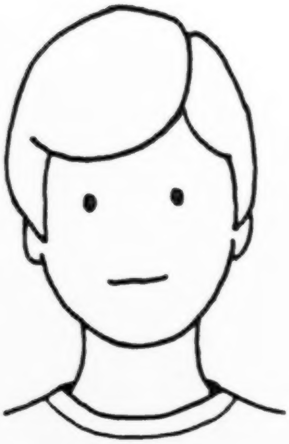
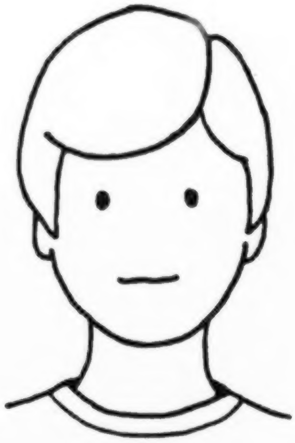
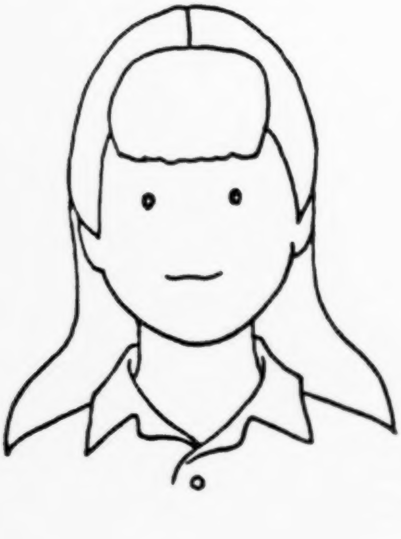
"Take the ditto sheet of Clone Village and let's role play. After role playing, allow the students to finish the directions on the ditto sheet."

Adapted from CHEER - Vol. III pp. 270-271

CLONE VILLAGE

Name ______________________________

After falling asleep on the couch you wake up in Clone Village. Everyone there looks and acts exactly like you. For two days you are delighted. You always feel like you belong. Then you begin to long to be a little different, a little special.

On each of the clones below draw something to make them look different. Beside them write a trait they have that makes them unique.